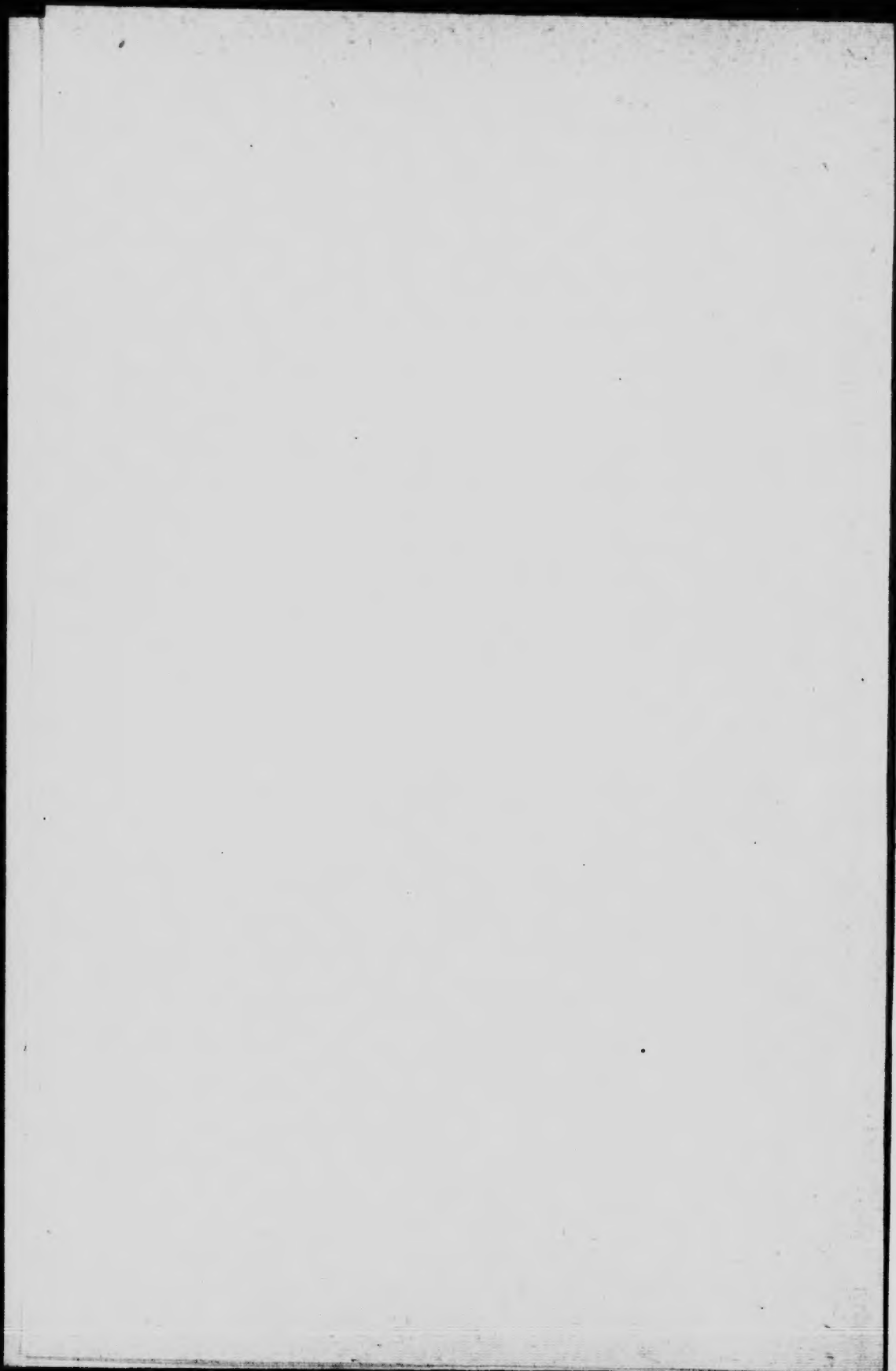


WESTERN CANADA SERIES

AN INTRODUCTORY ENGLISH GRAMMAR

**AUTHORIZED FOR USE IN THE SCHOOLS OF
MANITOBA, SASKATCHEWAN, ALBERTA
AND BRITISH COLUMBIA**

**TORONTO
THE COPP, CLARK COMPANY, LIMITED**



WESTERN CANADA SERIES

AN INTRODUCTORY
ENGLISH GRAMMAR

BY

S. E. LANG, M.A.

Authorized for use in the Schools of Manitoba,
Saskatchewan, Alberta and British Columbia

TORONTO

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PREFACE

The plan of the text is simple. Grammar is an art as well as a science, and in this as in other arts the pupil's first step is to become acquainted with a few technical terms. What is required is that he shall learn as speedily as possible the application of these terms. Long before he makes any attempt to form logical definitions and exhaustive classifications he should acquire a working knowledge of the most frequently used grammatical terms. He should be able to *apply* these terms, that is, to identify sentences, subjects, predicates, nouns, verbs, adjectives, and so on.

Having learned to identify his grammatical tools and to label them with a technical label, the student can readily understand the meaning of a Rule of Grammar. Hitherto, owing to his ignorance of such terms his grammatical errors could not be dealt with in any general way. His teacher has been compelled to give instruction in the art of grammar in popular and non-technical language, and to deal with each case specifically as opportunity offered. General rules for guidance may now be conveniently employed.

Grammar is a science as well as an art. When we come to the stage of scientific grammar we find that the courses open to us are different in starting point and mode of procedure.

One of these consists in directing the student to master a certain body of knowledge which includes clearly stated definitions of terms and systematic classifications of sentences, clauses, phrases, and words. According to this plan the student learns the definition and applies it. That he understands what is meant by the definition is proved by his ability to identify examples furnished in the text. This plan possesses undoubted advantages. As a plan it is easily understood. The work required from the pupil is definite in character. He is at an age when a definition or a classification can be readily understood and memorized.

Another plan is that of requiring the learner to examine carefully prepared sets of sentences, phrases, and words, with a view to discovering for himself a basis upon which systematic classification may be built in each case. This involves real investigation by the pupil, and if the teacher is an enthusiastic student of grammar himself, it is likely to furnish an excellent training in grammatical study and in the expression of thought.

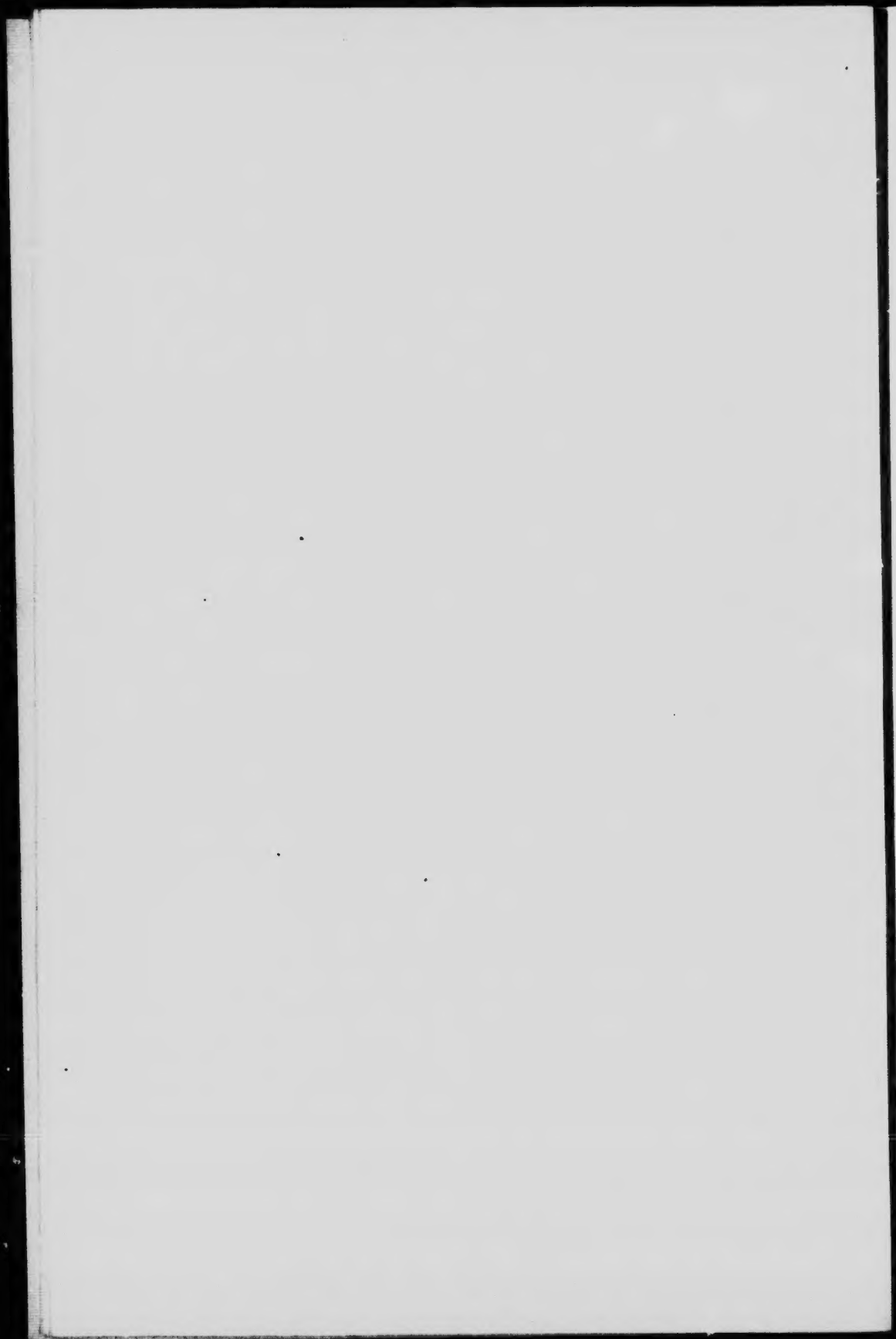
There can be little doubt, however, when the actual conditions are kept in mind, that both of these plans are open to criticism. The chief defect of the former lies in the fact that the student is not required to carry on any real investigation, and what ought to be work is in danger of degenerating into drudgery. The latter plan, involving as it does a rigid application of the method of inductive enquiry, does not commend itself to the majority of teachers of elementary grammar. A text-book constructed on the assumption that the teachers are all of them enthusiastic devotees of the study of

grammar and that all the pupils have a natural bent for the inductive study of language, is not likely to serve the needs of the schools as a whole.

It seems desirable to take a middle course, and present the subject of grammar in such a way as to appeal to the majority of teachers and the majority of pupils. The exercises in the second part of the text are arranged so as to enable the learner to detect, without undue difficulty, the underlying ground of the systems of classification which constitute the science of grammar; and at the same time such direct instruction is added as will, it is believed, materially assist the learner without completely depriving him of the satisfaction of solving real problems, and the pleasure which belongs to investigation and discovery.

Children of eleven years of age should be ready to begin the study of grammar as set forth in this text.

A number of teachers have tested the exercises in their class-rooms. Cordial thanks are due to these and to many others, teachers and inspectors, for helpful suggestions and criticism.



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AN INTRODUCTORY GRAMMAR

PART ONE: GRAMMAR AS AN ART

A—PRELIMINARY STUDY

CHAPTER I

THE SENTENCE IN OUTLINE

1. The Sentence.

In studying grammar we begin with sentences. We usually speak to each other in complete sentences; and in reading what is printed or written we cannot fail to notice how the different sentences are separated from each other on the page. Some sentences are longer and others shorter; and sometimes, as we shall see presently, what appears to be one sentence is really composed of a number, and may be broken up into several distinct sentences.

When we think of something we wish to say, we arrange our words in the form of a sentence.

A sentence makes complete sense. The following are sentences :

The sun is shining.

These apples are sweet.

Tom shot a wild goose.

You have often been told to think before you speak. Let us consider what happens in such a case. There is something in your mind which you wish to speak of. It

may be something about a book, or a rose, or a horse, or the weather. Whatever it is, you believe it to be true; and, of course, you expect others to believe what you tell them. You say: "The book is in the other room;" or "The rose is losing its leaves;" or "The weather is very warm;" or "The horse has broken his halter."

Sentences, then, are used to tell what one knows, or thinks.

Look at the following:

The man did not laugh; he did not smile; he did not even speak; he left the room without a word.

There is only one capital letter in this and only one period, but there are several sentences. How many are there? There are four distinct sentences.

1. The man did not laugh.
2. He did not smile.
3. He did not even speak.
4. He left the room without a word.

Examine the following:

The huge logs are hurled into the air; they roll over and over; and the crash of the timber in the angry flood makes a tremendous noise.

In this there are three distinct sentences. Write them out separately.

How many sentences are there in the following? Write them out separately.

1. Jack held up his hand for the ball and Harry tossed it to him, but he failed to catch it.
2. The sea is calm to-night; the tide is full; the moon lies fair upon the straits.

3. A light broke in upon my brain,—
It was the carol of a bird ;
It ceased, and then it came again.
4. The rose has but a summer reign,—
The daisy never dies.
5. The rain descended and the floods came and the winds
blew.

2. Subject and Predicate.

When we think of something we wish to say, we arrange our words in the form of a sentence. We do not really say anything unless we do this. It is one thing to mention a horse, or a tree, or the St. Lawrence River; it is another thing to say something about a horse, or about a tree, or about the St. Lawrence River. To make a sentence we must do more than merely mention something. We must think about it, and express that thought.

Mention some object in the room.

Think about it.

Express your thought.

There are, then, two parts in a sentence. There is something mentioned, and there is something said about it.

It is easy to divide a sentence into its two parts when the whole sentence contains only two words. There are, of course, many such sentences.

Birds fly.

Dogs bark.

Mary sings.

Henry laughed.

Stars shine.

Canada prospers.

In each of these we have the part which shows what is spoken of, and the part which shows what is said or told.

Point out the part which names what the speaker is thinking about in each of the above sentences.

Point out the part which tells something about it.

Examine these sentences. They are a little longer than the others, but they can readily be divided into two parts. Look first for what is mentioned, then for what is said of it.

The birds are singing merrily.

The bright stars are twinkling in the sky.

Tom ran rapidly across the field.

The heavy rain poured down.

A tall young man entered.

The part which names the thing you are thinking about is called the Subject. The part which tells something about that thing is called the Predicate.

We may make a plan of these sentences.

SUBJECT.	PREDICATE.
The birds	are singing merrily.
The bright stars	are twinkling in the sky.
Tom	ran rapidly across the field.
A tall young man	entered.

Usually there is very little difficulty in dividing a sentence into subject and predicate. Grammar is not a difficult study. However, we must keep our wits about us. A boy was asked one day to make a sentence about a horse. He gave the sentence:

John saw a horse.

What do you think of his answer?

John saw a horse is certainly a sentence. But what is it about? The boy was asked to make a sentence about a horse. Is that sentence about a horse, or is it about John?

Take another example. If I say :—*You have a knife*, I am saying something about *you*, not about *the knife*.

Notice also the sentences :

He likes oranges.

I like apples.

SUBJECT.

PREDICATE.

John

saw a horse.

You

have a knife.

I

like apples.

He

likes oranges.

Make a plan like the above, and divide the following sentences into Subject and Predicate :

Flowers bloom.

The soldiers are coming.

Clouds gather.

The red roses are beautiful.

Apples ripen.

Mary was Queen of Scotland.

The wind blows.

John became an actor.

William can ride.

I am tired.

The horses gallop.

You can see the procession.

A bird flew by.

She sings well.

In the sentences we have examined so far the subject has come first. That is the usual order : first the subject, and then the predicate. But occasionally we find that order is inverted. In poetry this is frequently the case. But it is not difficult to find the subject as a general thing.

Observe the following sentence :

Forth with a cry sprang Titus.

In ordinary language this would read : Titus sprang forth with a cry.

SUBJECT.

PREDICATE.

Titus

sprang forth with a cry.

Turn the following sentences into another form, placing the subject first :

In the early morning came the rain.
Down the long street she passed.
Cold blows the wind.
Brightly gleams our banner.
Next came the fast-riding cavalry.
Not a moment stayed he.
Now slowly sinks the sun.
Darkly looked he at the wall.
Out spake brave Horatius.
To Sextus nought spake he.
Now fades the glimmering landscape.
At the end of the hall a game was begun.

CAUTION.—The aim here is merely to secure the recognition of Subject and Predicate in easy sentences, and nothing more should be attempted at this stage. No further step should be taken until every pupil has mastered these fundamental ideas, and can readily distinguish Subject and Predicate in sentences equal in point of difficulty with those given in the exercises. Additional exercises will be found on page 149.

CHAPTER II

OUTLINE OF THE PARTS OF SPEECH

3. The Noun.

We have seen that every sentence has a Subject and a Predicate. There must therefore be at least two words in every sentence that can be formed, one to NAME what the sentence is about, and another to tell something about it. Frequently we wish to speak of someone whose NAME we either do not know, or else have forgotten. That is very inconvenient. Occasionally we wish to tell our friends about some machine, or tool, or flower, or bird that we have seen. How difficult it is to say what is in our minds when we do not know the NAME of the thing we wish to speak of,

Names, in grammar, are called **NOUNS**.

Every time you speak of a pen, a knife, a house, a coat, a desk, a man, a horse, a city, a river, you are using a **NOUN**. Every time you use the name of any person,—John, Mary, King Edward, Mr. Smith,—you are using a **NOUN**. The name of a river, or a city, or a country,—St. Lawrence, Winnipeg, Australia,—is a **NOUN**. All names of animals are **NOUNS**,—Rover, Brindle, Dexter.

Write five sentences, using in each the name of some object in the room.

Write sentences containing the names of people.

Say something about each of five cities.

These names are **NOUNS**.

Select the nouns in the following sentences :

John carries a rifle.

The mountain is covered with trees.

The baby is in the cradle.

Near the window sat a lady with a book in her hand.

Calgary is a city in Alberta.

Milton the poet wrote Paradise Lost.

Every sentence we have examined so far has had for its subject a **Noun**.

THE SENTENCE.

SUBJECT.

PREDICATE.

The Subject is often a **NOUN**.

A fine house

was burned yesterday.

4. The Verb.

There can be no sentence without a Subject and a Predicate. Both are necessary.

We must now study the Predicate.

Examine the following sentences, and divide them into Subject and Predicate :

The dogs growl.

The sun shines.

Boys study.

Water freezes.

A cold wind blows.

John runs.

The words, *growl*, *shines*, *study*, *freezes*, *blows*, *runs*, TELL us something about the Subject in each case ; and are called VERBS.

Divide the following sentences into Subject and Predicate :

The ball rolls.

Tom sings well.

William rides.

John studies.

Wood floats.

The boys walked four miles.

Draw two lines under the verb in each of the above sentences.

Make sentences about :

The policeman.

Lord Roberts.

The blacksmith.

The hunter.

The carpenter.

My dog.

Divide your sentences into Subject and Predicate, and draw two lines under the verb in each.

The VERB is a very important word indeed. It is *the* word of the sentence. Every sentence contains a VERB.

Select the VERB in the following sentences :

The girl carried her basket.

The soldier threw his spear.

The dogs barked fiercely.

Down came the snow.

Burned Marmion's swarthy cheek like fire.

John stood by the table.

His father sat in the easy chair.

Mary sings sweetly.

The wind blows.

Some boys study diligently.

5. Review.

We have learned several things about sentences:

1. That a SENTENCE makes complete sense;
2. That a SENTENCE can be divided into two parts;
3. That one part shows what the Sentence is about, and that the other part tell something about what has been mentioned in the first part;
4. That the names of these parts are SUBJECT and PREDICATE;
5. That the Subject of a Sentence may be a NOUN;
6. That every sentence contains a VERB.

SENTENCE.	
SUBJECT.	PREDICATE.
What the Sentence is about.	What is said about the Subject.
Very often a Noun.	The Predicate is a Verb, or contains a Verb.
JOHN	RUNS.
The TRAIN	is late.
Heavy RAIN	FELL all day.

Write down separately all the sentences in the following selections, dividing them into Subject and Predicate.

Make a complete list of the Nouns and Verbs in two separate columns.

1. God made the country and man made the town.

2. The eagle perches on the highest branch of a tall tree near the river; his glistening eye looks over the water and land; and he sees objects afar off. He listens to every sound. His mate watches from a tree on the opposite bank. They call to each other. Now the cry of a distant swan sounds through the air. The eagle shakes his body and raises his wings. Nearer and nearer comes the swan. Suddenly the eagle starts from his perch with an awful scream.

3. Mistress Cratchit made the gravy; Peter mashed the potatoes; Belinda sweetened the apple-sauce; Martha dusted the hot plates; Bob took Tiny Tim beside him in a tiny corner at the table; and the two young Cratchits set chairs for everybody.

6. Pronouns.

It would be very inconvenient if we were compelled to repeat the name every time we wished to speak of a person or thing.

And Hector took the helmet from Hector's head, and laid the helmet on the ground, and caught the child in Hector's hands, and kissed the child, and dandled the child, praying aloud to Father Zeus and all the gods. Then Hector gave the child to the child's mother, and the mother clasped the child to the mother's breast and smiled a tearful smile.

Re-write the above passage, making any changes that seem necessary.

Make a list of the words that you have put in place of the nouns.

When we wish to mention or point out a person, place, or thing, without actually using a name, we employ some such word as *he, they, it, she, you, I*.

In Grammar these words are called PRONOUNS.

Find the pronouns in the following :

1. "Will you walk into my parlour?" said the spider to the fly.
2. We have friends who live in Calgary. They write to us frequently. Their letters are interesting. We hope to spend our holidays in Calgary next year.
3. My mother sent a Christmas card to her niece. She liked it very much.

A PRONOUN is a word used instead of a noun.

Nouns, Pronouns, and Verbs are very important parts of speech.

We can set down in short form what we have found out about them. Let us begin with the sentence again.

THE SENTENCE.

Every sentence falls into two parts.

SUBJECT.

The Subject names what the sentence is about.

A Noun is often used ; sometimes a Pronoun.

Flowers

They

PREDICATE.

The Predicate tells what is said about the Subject.

The Predicate is a Verb, or contains a Verb.

grow.

bloom.

7. Words that go with Nouns and Verbs.

When there are only two words in a sentence it is easy enough to point out which is the Verb and which the Noun or Pronoun.

Here is a longer sentence :

SUBJECT.	PREDICATE.
Large birds	fly swiftly.

It is plain that in this sentence the word *large* goes with the Noun *birds*, and the word *swiftly* goes with the Verb *fly*.

Divide these sentences into Subject and Predicate :

The tall man walks rapidly.

The little girls play quietly.

The big horses trot slowly.

Name the words that go with the Noun in each case.

Name the word that goes with the Verb in each.

Make two or three sentences taking as a pattern :

The black horse runs swiftly.

Underline the Noun and the Verb in each.

Write down the words that go with the noun in each.

Write down the word that goes with the verb in each.

Make two or three examples of the following pattern :

Loud sounds ; Strong men ; Tall warriors.

Words which go with nouns in this way are called ADJECTIVES. An ADJECTIVE goes with a noun to qualify or limit its meaning.

Make two or three examples of the following pattern :

Sang sweetly ; Spoke angrily ; Ran swiftly.

Words which go with verbs in this way are called **ADVERBS**. An **ADVERB** is a word which adds to the meaning of a verb.

Make separate lists of the Adjectives and the Adverbs in the following :

The black clouds moved swiftly across the sky.

We steadfastly gazed on the face that was dead and bitterly thought of the morrow.

Swiftly and softly flew the ship, and she sailed softly too.

I looked attentively and saw the ship clearly.

The beautiful red colour ran sweetly over the face of the noble girl.

A young child walked slowly down the long street crying softly.

The tired soldiers trudged wearily along the rough and muddy roads.

Fill in the blanks with suitable Adjectives :

There were children playing around the trees in the garden.

..... clouds are moving across the sky.

His hair, of hue, curled closely round his bonnet

The monarch rode apart, with thought and heart.

The prairies of Canada supply quantities of grain.

Fill in the blanks with suitable Adverbs :

The chieftain had sworn to rescue his kinsman.

Then sank the sun.

Then cried the bold Sir Bedivere.

A sharp report from a rifle struck upon our ears.

The far peaks could be seen in the misty light.

Point out the Adjectives and Adverbs in the following :

Slowly and sadly we laid him down.

The last red leaf is whirled away.

The hermit stepped forth from the boat and scarcely
could he stand.

The great golden eagle swooped down and flew away with
something in his talons.

Sometimes on lonely mountain-meres I find a magic bark.

Now come the weary cattle slowly to the gate.

There go the noisy lads loudly shouting.

Up rose the golden sun.

Presently he came in, and walked about slowly for a long
time, and finally sat quietly down in his old seat.

8. Connecting Words : Conjunctions and Prepositions.

Let us examine these sentences :

Speech is silver, but silence is golden.

The teacher struck a bell and the pupils rose.

The man did not go, because he was tired.

Each of these can be separated into two distinct sentences :

Speech is silver. Silence is golden.

The teacher struck a bell. The pupils rose.

The man did not go. He was tired.

Use some word to connect the following sentences :

I will come at three o'clock. I will take you for a drive.

John went to school. Mary stayed at home.

The man drank a glass of water. He was very thirsty.

I am sleepy. I will go to bed early.

Words used to join sentences are called *Conjunctions*.

Select the Conjunctions in these passages :

He rode all unarmed and he rode all alone.

He spoke not a word but went straight to his work.

John must hurry or he will be late.

We shall now study connecting words of another kind.

Construct five examples on the same pattern as the following :

The house stands on the hill.

The spoon is in the saucer.

The tree grows by the gate.

The dog ran under the barn.

The picture hangs over the door.

Use the words upon, beside, from, against, to, with, in sentences.

These words are called *Prepositions*. They join Nouns and Pronouns to other words.

Fill in the blanks with suitable Prepositions :

The ball rolled the floor.

John's hat hangs the wall.

The river comes the mountains, and flows
a great plain the sea.

The tramp was sleeping a tree the road-
side.

In the following sentences find the Prepositions and mention the words which they connect :

The soldiers rode through the town.

The boys on the street are shouting.

The men in a body rode past the wharf.

He rose at seven in the morning.

The train came to a stop near the station.

The goods of the merchant were sold for a large price.

9. Review.

THE SENTENCE.	
SUBJECT.	PREDICATE.
Often a NOUN, sometimes a PRONOUN.	The Predicate is a VERB, or contains a VERB.
The little <i>dog</i>	<i>ran</i> away.
<i>He</i>	<i>barked</i> furiously.
ADJECTIVES go with Nouns.	ADVERBS go with Verbs.
<i>Good</i> boys	study <i>diligently</i> .
PREPOSITIONS join Nouns and Pronouns to other words.	
The house <i>on</i> the corner	was built <i>by</i> Mr. Jones.
This stick <i>of</i> mine	is useful <i>to</i> me.
CONJUNCTIONS join Sentences to one another.	
Men	may come,
<i>and</i> men	may go,
<i>but</i> I	go on forever.

NOUNS name persons, places and things.

PRONOUNS stand for the names of persons, places, and things, without actually naming them.

VERBS tell or assert something concerning persons, places, and things.

ADJECTIVES go with Nouns, and describe persons, places, and things.

ADVERBS go with Verbs. They modify the meaning of Verbs.

PREPOSITIONS join Nouns (and Pronouns) to other words in the sentence.

CONJUNCTIONS join sentences.

Last of all, and not very important, are words like Hurrah! Oh! Alas! Pshaw! These are called **INTERJECTIONS**, but they can hardly be called real parts of speech. They express emotion, delight, sorrow, surprise, or contempt.

Write a list of all the parts of speech you can make out in the following. How many are there of each kind?

The stars came out, and from the great arch of the sky they looked down on the broad sands, the lonely rocks, the palm trees, the tents.

The man himself rides proudly at the head of his company on a magnificent brown horse, and his grand, gay dress shines splendidly in the sun.

CAUTION.—The summaries indicate the limits of the work to be done at this stage, the aim being merely to secure the recognition of the various parts of speech. The pupil's ability to identify the parts of speech may be tested by the additional exercises on page 151.

B—RULES OF GRAMMAR

CHAPTER III

AGREEMENT.—NUMBER

10. Nouns.

Names of persons and places are written with a Capital letter. Mention a few. These are called Proper names. A person's *own name* or that of an animal or of a place, is called a proper name. A **PROPER NOUN** is a word used as the name of some particular person, animal, or place.

There are names which are used to denote any one of a number of things of the same kind. *Winnipeg* is a

particular name belonging properly to one city. The word *city* is a name common to a number. *John* is a proper name. *Boy* is a name shared by many.

Gladstone, Wellington, Shakespeare, Edinburgh, Paris, St. Lawrence, are PROPER NOUNS.

But *statesman, soldier, poet, city, river,* are COMMON NOUNS.

Distinguish the Proper and Common Nouns in the following:

The flag of Britain floats over every sea.

England and Scotland were united and became one kingdom in 1707.

John Winthrop, a gentleman of Suffolk, was the first governor of Massachusetts.

A Proper Noun is a name used as a label or mark to distinguish one individual from others.

A Common Noun can be applied to several things in the same sense.

There are several kinds of Common Noun. *Book, house, man, pen, street, dog.* These are examples of one kind of Common Noun. The Noun *book* is a name that belongs to each individual of a class of things. *Horse* is a name belonging to each individual of a class of animals. *Man* is a name that we apply to each individual of a class of persons.

Such nouns are called CLASS NAMES.

Flock, regiment, library, crowd, herd, shoal. When we use words like these we are thinking, not of every individual in the group or collection, but of the group or collection as a whole. Such nouns are called COLLECTIVE NOUNS.

What name do we give to a number of deer as one group or collection ?

What name do we apply to geese, to ducks, to swine, to wolves, to hounds, to partridges, to cattle, to ruffians, when we are thinking, not of the separate individuals, but of the group as a whole ?

Distinguish the collective nouns in the following sentences :

Every soldier in the army loved the general.

The boys formed a club.

The class studied the wrong lesson.

There are such words as *friendship, kindness, pleasure, growth, sorrow*. Each of these is a name, not of a thing that we can see or touch, but of something thought of by itself. We must not imagine that every thing in the world can be seen or heard or touched. We properly say "Patriotism is a good thing." "Grief is a dreadful thing." The names of qualities (*hardness, smoothness*), of states (*sleep, pleasure*), of actions (*remembrance, imagination*) are **ABSTRACT NOUNS**.

Write the Abstract Nouns suggested by the adjectives, strong, true, brave, wide, careless, distant.

Write the Abstract Nouns which correspond to the verbs, weigh, destroy, hate, move, arrange, offend, treat, please, measure.

Form Abstract Nouns from the following class names : friend, infant, martyr, king, man, child.

11. Number in Nouns and Verbs.

The **SINGULAR NUMBER** of a Noun is the form used when *one* of the things denoted by the noun is spoken of, as *boy, man, child, box, mouse*.

The **PLURAL NUMBER** of a Noun is that form which is used when we speak of *more than one* of the things for

which the noun stands, as *boys, men, children, boxes, mice.*

Find all the Nouns in the Plural Number in the following :

The first of these chests I filled with provisions, bread, rice, three Dutch cheeses, five pieces of dried goat's flesh, which we lived much upon, and a little remainder of English corn which had been laid by for some fowls which we brought to see with us ; but the fowls were killed.

Write the plurals of the following nouns :

Gas, lash, witch, box ; hero, potato ; lady, ally, glory, story ; alley, valley ; elf, shelf, leaf, sheaf, thief, loaf, knife ; ox, cow, brother, child ; tooth, mouse ; foot, goose, man ; sheep, deer, grouse, fish.

There are also TWO NUMBERS in VERBS, the SINGULAR and the PLURAL.

Compare these two sentences :

The boy is in school. The boys are in school.

The Verb IS in the first sentence is in the Singular Number.

The Verb ARE in the second is in the Plural Number.

Compare the following :

The dog was asleep. The dogs were asleep.

The verb WAS is singular.

The verb WERE is plural.

Compare also :

The cat has sharp teeth. Cats have sharp teeth.

The verb HAS is singular.

The verb HAVE is plural.

RULE 1.

We must remember this Rule: WHEN THE SUBJECT IS SINGULAR THE VERB MUST BE SINGULAR, AND WHEN THE SUBJECT IS PLURAL THE VERB MUST BE PLURAL.

Or we may say: A VERB AGREES WITH ITS SUBJECT IN NUMBER.

It is a mistake in grammar to say:

The boys is away at the river, or

Two houses was burned.

Why? Because in both of these sentences the subject is plural, and the verb is singular.

Re-write the sentences, making the necessary changes.

It is incorrect to say:

One of the boys are here? Why? Because the subject is singular and therefore the verb should be singular. *Make the necessary correction.*

It is incorrect to say:

The speed of his movements were remarkable. Why? Because the subject, *speed*, is singular, and the verb, *were*, is plural. *Correct the sentence.*

It is incorrect to say:

The men has their dinner-pails with them. It should be: The men have their dinner-pails with them. Why?

Complete the following sentences, giving your reason in each case:

John and William going. Use *is* or *are*.

The stars in the sky bright. Use *was* or *were*.

The boys in this class studied grammar. Use *has* or *have*.

The cattle in the pasture. Use *is* or *are*.

A ship carrying two hundred passengers lost. Use *was* or *were*.

An officer of the Royals no business there. Use *has* or *have*.

Compare these sentences :

The man works well.

The men work well.

The verb *works* is singular.

The verb *work* is plural.

Change the singular subjects and verbs to the plural in each case :

The child runs away. The children run away.

The horse pulls the load.

A man votes at twenty-one.

An apple falls from the tree.

The lady walks slowly.

An ox eats hay.

The girl sings sweetly.

Remember the Rule :—A VERB MUST AGREE WITH ITS SUBJECT IN NUMBER.

12. Number in Pronouns.

Make two columns, one for Singular and the other for Plural, and classify the following Pronouns :

(a) They, he, she, we, I, you.

(b) This, these, those, that.

(c) One, some, both, all, few, each, everyone, another.

We have seen that the subject of a verb is quite frequently a Pronoun. Naturally, then, the Rule we have learned applies to Pronouns as well as to Nouns.

Compare the following :

He is in school.

They are in school.

This is a cold day.

These are cold days.

That was a loud shout.

Those were loud shouts.

Everyone was present.

All were present.

It is a mistake in grammar to say :

They was tall.

Why? Because the subject is plural, and therefore the verb should be plural. *Correct the sentence.*

It is incorrect to say :

Some of the men has rifles.

Correct the sentence, giving your reason.

Which is correct :

These is better than those or These are better than those?

Complete the following sentences, giving your reasons :

You and he partners. Use *is* or *are*.

He want to go. Use *don't* or *doesn't*.

Each of the girls a white rose. Use *has* or *have*.

A few of the apples ripe. Use *was* or *were*.

Some of the horses rapidly ; others

Use *walks* or *walk* and *trots* or *trot*.

Rule 1 then applies to Pronouns as well as to Nouns.

A VERB MUST AGREE WITH ITS SUBJECT IN NUMBER.

13. The Pronoun and its Antecedent.

A Pronoun is a word used instead of a Noun.

Name the Pronouns in the following :

John and his friend Tom went to the rink together. It was crowded. They put on their skates at once. Tom said he enjoyed the sport. It was very pleasant.

Make a list of the Nouns in one column, and another of the corresponding Pronouns.

Name the Pronoun in this sentence :

The boys went to visit their friends.

Name the Noun for which it stands.

The noun *boys* is the ANTECEDENT of the Pronoun *their*.

Point out the Pronouns in this sentence :

He is going to put on his skates.

The Pronoun *he* is the antecedent of the pronoun *his*.

Learn this Rule by heart :

RULE 2.

A PRONOUN MUST AGREE WITH ITS ANTECEDENT IN NUMBER.

It is incorrect to say :

Every man must do their duty.

Why ? Because *man* is singular and *their* is plural.

It is correct to say :

Every man must do his duty.

What do you think of the following sentence :

If a customer should come in tell them that the clerk is busy.

Is *customer* singular or plural ? *Correct the sentence.*

Complete these sentences, giving your reason in each case :

The jury was not able to agree in verdict. Use *its* or *their*.

If there is anyone there, let answer. Use *him* or *them*.

Rye or barley when scorched may supply the place of coffee. Use *it is* or *they are*.

The army made retreat. Use *its* or *their*.

Each boy in turn stood up. Use *his* or *their*.

Every country has own heroes. Use *their* or *its*.

Neither John nor James had a word to say for

Use *himself* or *themselves*.

Tom and Harry went quietly to work. Use *his* or *their*.

The crowd showed anger by loud shouts. Use *its* or *their*.

Each soldier cheerfully took place of duty. Use *his* or *their*.

Anyone wanting information should send name. Use *his* or *their*.

Neither of these men deserved such treatment from country. Use *his* or *their*.

The general expects every man to do duty. Use *their* or *his*.

Not one of the girls had finished exercise. Use *her* or *their*.

Every school has own skating rink. Use *its* or *their*.

CHAPTER IV

AGREEMENT AND GOVERNMENT.—CASE

14.—Active and Passive Forms

Make six pairs of sentences according to this pattern :

(a)

(b)

John struck the table.

The table was struck by John.

Mary sang a song.

A song was sung by Mary.

These are called (a) Active and (b) Passive forms.

Change the following to the Passive form :

The cat killed the mouse. I found him in the garden.
Dora sees a spider. The minister will give an address. The
boy has lost a dollar. The policeman rang the firebell. This
horse ate a gallon of oats. We bought the farm long ago.

Change the following to the Active form :

They were sent by the teacher. She was liked by everyone. The queen's train was carried by Margaret Beaufort. The challenge was answered by James. The child's fear is increased by the noise of the guns. He will be protected by the police. The streets have been cleared by the soldiers. Many songs were sung by the pupils.

James brought the water is an ACTIVE form. The subject *James* represents the doer of the action.

The water was brought by James is a PASSIVE form. The subject *water* represents the receiver of the action.

When the Subject of the Verb is the name of the *doer* of the action, the verb is in the Active form. When the Subject of the Verb is the name of the *receiver* of the action, the Verb is in the Passive form.

Change the following to the Active form :

The man was observed by the police.

A long sermon was preached by the minister.

He was awakened by the shrill note of the lark.

The crew is commanded by the captain.

The silence was broken by the artillery.

Some few lines of verse were written by the poet.

The trainbands are commanded by the old warrior himself.

This offence had not been forgotten by the angry king.

I am astonished by your words.

He will not be frightened by bad weather.

In sentences in the Active form the word which stands for the receiver of the action is called the Object of the Verb. Underline the Object of the Verb in the following sentences :

The policeman arrested the man.
A storm drove them out to sea.
Wellington routed the enemy.
Cartier discovered the St. Lawrence.
Caesar conquered Gaul.
He lifted the burden.

In the following sentences draw one line under the Subject and two lines under the Object of the verb :

John took the horse to the stable.
The porter will unlock the door.
The girls carry flowers in their hands.
I punished him severely.
The maid brought a chair.
Britannia needs no bulwarks.
James built a little boat.

Make sentences using the following Nouns as Objects of the verb :

House, street, man, horse, waggon, load, letter, book.

15. Subject and Object.

Use each of the following Pronouns as the subject of a sentence :

I.	We.
Thou.	You.
He, She, It.	They.

A Pronoun used as the Subject of the sentence is said to be in the **NOMINATIVE CASE**.

I, thou, he, she, it, we, you, they, are called **NOMINATIVE** forms, and when used in sentences are in the **NOMINATIVE CASE**.

Notice the pronouns *him* and *them* and *thee* in the following:

James sent *him* away.

The cat will eat *them*.

The soldiers charged the rioters and scattered *them*.

I tell *thee* plainly that I will punish *him*.

In these sentences *him*, *them*, and *thee* are the *objects* of the verb, and they are called OBJECTIVE forms of pronouns. They are in the OBJECTIVE CASE.

SENTENCE.		
SUBJECT.	PREDICATE.	
The Subject is often a Noun.	The Predicate is a Verb, or	
It is sometimes a Pronoun.	contains a Verb.	
The Subject is said to be in	Sometimes the Verb has an	
the Nominative Case.	Object. The Object is said	
	to be in the Objective Case.	
<i>I</i> is Nominative.	<i>I</i> saw him.	<i>Him</i> is Objective.

The following tables show the NOMINATIVE and OBJECTIVE forms of the Pronouns. The pupil will notice that there are what are called POSSESSIVE forms as well. One can readily understand why the word Possessive is used to denote such words as *my*, *your*, *his*, *our*, *their*, etc.

He will notice also that some of these Pronouns refer to the *person speaking*, some to the *person spoken to*, and some to the *person spoken of*. They are therefore called Personal Pronouns, and are of three kinds:

FIRST PERSONAL PRONOUN.

	SINGULAR.	PLURAL.
Nominative	I.	We.
Possessive	My, Mine.	Our or Ours.
Objective	Me.	Us.

SECOND PERSONAL PRONOUN.

	SINGULAR.	PLURAL.
Nominative	Thou.	You or Ye.
Possessive	Thy, Thine.	Your.
Objective	Thee.	You.

THIRD PERSONAL PRONOUN.

	SINGULAR.	PLURAL.
Nominative	He, She, It.	They.
Possessive	His, Her, Its.	Their, Theirs.
Objective	Him, Her, It.	Them.

RULE 3.

Our third Rule is: A PRONOUN WHEN USED AS THE SUBJECT OF A VERB MUST TAKE THE NOMINATIVE FORM.

It is therefore incorrect to say:

John and me were at school to-day.

Write the sentence correctly, giving your reason in full.

Make corrections in the following, and give reasons:

Who went with you? Him.

The Smiths and us are cousins.

Mary and her are good friends.

Careless speakers sometimes say:

John can run faster than him.

One would not say:

John can run faster than him can,

Him is not the proper form to be used as the subject of a verb.

Correct the following, and give reasons :

Mary writes better than her.

James is stronger than him.

You are not as industrious as her.

You attend school more regularly than them.

He can work as well as me.

Me and Jack went fishing last Saturday.

Dora and him were at church yesterday.

You and me can sit together.

Wellington was a better soldier than him.

Who spilled the coffee ? Her.

RULE 4.

The fourth Rule is: A PRONOUN WHEN USED AS THE OBJECT OF A VERB MUST TAKE THE OBJECTIVE FORM.

In the sentence, *John saw him yesterday*, the Pronoun *him* is the object of the Verb *saw*, and is correctly used, being in the Objective case.

It is incorrect to say : *John saw you and he yesterday*. The verb *saw* has here two objects. *What are they ?* Correct the sentence, using the proper Objective form of the Pronoun *he*.

Correct the following, and give your reason in each case :

The man showed Tom and I where to go.

Mary told Clara and she a fairy tale.

He and they we know quite well.

Complete the following sentences. Give reasons :

I have chosen only you and Use *she* or *her*.

You and can lift this stone. Use *I* or *me*.

Tom and were at home. Use *him* or *he*.

Who told you? Use *she* or *her*.

They have been here longer than Use *we* or *us*.

I saw you and at the concert. Use *they* or *them*.

. that seek wisdom are wise. Use *they* or *them*.

Who swept the floor? girls. Use *we* or *us*.

16. The Complement.

Many verbs express action. In some sentences this action is directed towards an object :

Will struck his *dog*. They ate their *dinner*. He raised his *hand*.

In some cases the action is not directed towards an object :

John runs. The fire burns brightly. Mary laughed.

Verbs which express action directed towards some specified person or thing are called TRANSITIVE VERBS.

Verbs which do not express action directed towards some person or thing are called INTRANSITIVE.

Draw a line under the Intransitive Verbs in the following :

He loves his father.

He sits by the fire.

The horse ran rapidly.

He struck the table.

The people rejoice.

We dwell in safety.

They met yesterday.

Mary wrote a letter.

Construct ten sentences using Transitive Verbs, and ten using Intransitive Verbs.

One of the most important of the Intransitive Verbs is "be."

It has many forms : is, was, are, were, shall be, will be, and others.

Learn the following by heart :

I am	We are	I was	We were
Thou art	You are	Thou wast or wert	You were
He is	They are	He was	They were
I shall be	We shall be	I have been	We have been
Thou wilt be	You will be	Thou hast been	You have been
He will be	They will be	He has been	They have been
If I be	If we be	If I were	If we were
If thou beest	If you be	If thou wert	If you were
If he be	If they be	If he were	If they were

These forms: *I am, thou art, he is*, etc., do not by themselves make a complete statement. To complete the sense they must be followed by some other word. This word may be a noun or a pronoun or an adjective or a verb. If a noun or a pronoun is used to complete the sense it is clear that such noun or pronoun cannot be an Object, since *be* is an intransitive verb.

Let us examine a few sentences containing transitive verbs and set them alongside of other sentences containing the verb "be," or some form of the verb "be."

John struck the <i>table</i> .	I am <i>he</i> .
Mary carried a <i>satchel</i> .	Thou art the <i>man</i> .
They did their <i>work</i> .	Who are <i>they</i> .
The lady called <i>her</i> .	He is <i>captain</i> .
The officer punished <i>him</i> .	If I were <i>he</i> I should go.
The lad shot a <i>chicken</i> .	It was <i>she</i> who told me.
The snow covered the <i>ground</i> .	It is <i>I</i> .

It is clear that each italicised word in the first group is the Object of a transitive verb. It is equally clear that the italicised words in the second group are not Objects.

A Noun or Pronoun following an Intransitive Verb to complete the sense is called a **COMPLEMENT**.

Observe that several of the Complements are Pronouns. Observe also that these are Nominative forms: *he, they, she, I*.

It would be incorrect to say: *I am him, Who are them? It was her.*

RULE 5.

The Rule for the use of the Complement following the verb *be* may be stated thus: **THE VERB "BE" TAKES THE SAME CASE AFTER IT AS BEFORE IT.**

17. The Phrase.

Make several examples, taking as a pattern:

He sat *in the house*.

They walked *to the hill*.

The wind blew *over the sea*.

The cat hid *under the table*.

What part of speech is in? to? over? under?

A group of words composed of a Preposition and a Noun (or a Preposition and a Pronoun) is called a **PHRASE**.

A Pronoun that goes with a Preposition in this way always takes the Objective form. *Construct a number of Phrases. Underline the Objective forms in each.*

Write down the Phrases in the following :

I was standing on the deck at the time.

The letter was written to his brother.

The bird flew over his head.

We are free from danger.

The door is behind you.

He ran to me.

The air is above us and around us.

I will go with him.

The captain hurried after them.

Underline the Noun or Pronoun in each Phrase.

Our fourth Rule (THE OBJECT OF A VERB MUST TAKE THE OBJECTIVE FORM) may be extended a little. The Pronoun following a Preposition in a Phrase must also take the Objective form. So we may make the fourth Rule a little longer and say :

A PRONOUN MUST TAKE THE OBJECTIVE FORM WHEN USED EITHER AS THE OBJECT OF A VERB, OR WITH A PREPOSITION IN A PHRASE.

He came with John and I is incorrect. It should be, *He came with John and me.*

Why ? Because there are two Phrases, *with John*, and *(with) me*. The Pronoun *I* is the Nominative form, and is out of place. No one would ever think of saying: *He came with I*. It is equally wrong to say: *He came with John and I*.

Fill in the blanks in these sentences :

Between you and there is a difference of opinion.

Use *I* or *me*.

He told the story to girls. Use *us* or *we*.

Mary can go with you and Use *he* or *him*.

18. Review.

SENTENCE.

SUBJECT.

PREDICATE.

1. Often a Noun, sometimes a Pronoun. The Predicate is a Verb, or a Verb with an Object, a Complement, or an Adverb.

2. If the subject is singular, the Verb must be singular.
(Rule 1.)

The *boy* is tall.

He is tall.

If the Subject is plural, the Verb must be plural.

The *boys* are tall.

They are tall.

3. A Pronoun stands for a Noun, and agrees with it in Number.
(Rule 2.)

Every man must do *his* own work.

4. The Subject is in the Nominative case. (Rule 3.)

They sing.

5. Prepositions join Nouns and Pronouns to other words.
A letter *from* home came *to* me to-day.

6. A Phrase sometimes contains a Pronoun. A transitive Verb requires an Object. (Rule 4.)

If so, this Pronoun takes the Objective form. If this Object is a Pronoun, remember the Rule.

John is looking for *them*.

The teacher saw *him* and *me*.

7. The Verb "be" takes the same case after it as before it.
(Rule 5.)

Who are *they*.

It is *he*.

CHAPTER V

VERB FORMS

19. Words Difficult to Classify.

As we have already seen, the class to which the word belongs is determined by its use in the sentence. Sometimes a word is put to one use and sometimes to another. In order to decide the class to which it belongs we must enquire into its meaning and its use.

Compare the following :

The farmer *ploughs* the fields. The *ploughs* are of steel.

Point out which of the italicised words in the following are Nouns and which are Verbs :

He *anchors* the boat firmly. The *anchors* are strong.

These pens *last* a long time. The shoemaker sticks to the *last*.

Iron is a useful metal. The maids *iron* the linen.

We *honour* those to whom *honour* is due.

Many a *spy* crossed the river. They came to *spy* out the land.

They *prey* upon each other. The lion approached his *prey*.

Use these words in sentences (1) as nouns, (2) as verbs :

match, fish, fire, light, taste, pity, crowd, plant, frame, frown, dawn, studies, retreat, stamp, blame, winter.

Compare the following :

The miner digs for *gold*. My uncle gave me a *gold* watch.

What part of speech is "gold" in each case ?

Point out which of the italicised words are adjectives and which are nouns :

Leather is made of the skins of animals. The ancients used *leather* bottles.

He used a *paper* knife to cut the *paper* in two.

The *bold* love *bold* deeds.

Make sentences using each of the following words, (1) as a noun, (2) as an adjective :

Silver, wood, savage, young, cruel.

Give the class to which the italicised words in the following sentences belong :

Here is a *secret* passage. You must remember not to betray the *secret*. The road is *level*. The *level* is in the hands of the engineers. They *level* their guns at us. Warm yourselves, and put on *warm* clothing. The *cottage* door was shut and the *cottage* empty. *Sour* thoughts *sour* the mind.

Compare the following :

John is a *fast* runner. John runs *fast*.

His voice was *low*. He spoke too *low*.

Use each of the following words in a sentence, (1) as an adverb, (2) as an adjective :

most, first, last, better, right, wrong, straight, much, early, hard, near, only, ill.

Compare these :

The cat lay down *before* the fire. I saw him *before*.

He was thrown *off* his horse. The horse ran *off*.

The rain falls *on* the roof. A storm came *on*.

In the following examples show whether the words in italics are adverbs or prepositions, and tell why :

The brook runs *down* the mountains. The rain came *down*.

The man went *by* very quietly, but he was noticed *by* the police.

Over the water came a shout, and presently a boat came *over*.

The man walked *up* the street, but did not look *up*.

20. Participles.

We have in our last exercises learned to distinguish different uses of the same word. Thus the word *sour* was found to be a verb in one part of the sentence, and an adjective in another.

Sour thoughts *sour* the mind.

In the sentence, *Folding their light wings the birds light on the tree*, the word *light* is an adjective in one place and a verb in the other. *Dry your hands with a dry towel*. *Dry* is a verb in the first place and an adjective in the second. *Sour, light, and dry* in these sentences are used now as an adjective and now as a verb.

Observe the words in italics :

The cavalry *charging* with immense spirit broke the ranks of the enemy.

He was then a child *prattling* by his mother's knee.

There were the cattle *lowing* at the gate.

The bears *dancing* to the music amused the children.

Charging is an adjective. It goes with cavalry.

Prattling is an adjective. A child prattling; a prattling child.

Lowling and *dancing* are adjectives. They qualify the nouns *cattle* and *bears*.

But, observe also that these Adjectives are formed by adding *ing* to the Verbs *charge*, *prattle*, *low*, *dance*. These words, then, partake of the nature of both the Adjective and the Verb. Here we have a kind of word which may be used, not as an Adjective at one time and a Verb at another, but as an Adjective and a Verb at one and the same time.

I heard the water dashing on the rocks. We can hardly call *dashing* a Verb, because it is also an Adjective; nor do we call it an Adjective, because it is also a Verb. So we call it a PARTICIPLE because it partakes of the nature of both. A Participle is an adjective derived from a verb.

Again, in the sentences:

The general, *defeated* by a superior force, retreated to the coast;

The soldiers, *encouraged* by success, pressed forward;

A house, *built* by the earliest settler, still remained;

The words *defeated*, *encouraged*, and *built* are adjectives formed from the verbs *defeat*, *encourage*, and *build*; and are called PARTICIPLES.

Dancing, *charging*, *lowling*, *dashing* are called Present Participles. When we wish to describe an action as incomplete and as going on at the *present time* we use a Present Participle.

It is formed by adding *ing* to the simple form of the Verb. Thus: go, *going*; sing, *singing*; give, *giving*; etc.

Defeated, encouraged, built, sung, given, are called Past Participles. They refer to *past time*.

In the following sentences point out the Participles. Tell in each case:

(1) *What Noun or Pronoun the Participle qualifies.*

(2) *Whether it is a Present or a Past Participle.*

I see the trees laden with fruit.

The girls sat weeping.

The mob came roaring out.

Arrived at the farm, he soon had all things ready.

Still the vessel went bounding onward.

Enchanted with the scene, I lingered a while.

Form the Present and Past Participles of the Verbs:

love, jump, walk, write, drive, smite.

(For additional exercises see page 154.)

21. The Principal Parts of a Verb.

Compare the following sentences:

The King rules in Canada.

The Queen ruled in Canada.

Rules refers to the present time and *ruled* refers to past time. This distinction of time in verbs is called **TENSE**; and the division of time into past, present and future gives us the Past Tense, the Present Tense, and the Future Tense. Thus:

PRESENT TENSE.

I write.

PAST TENSE.

I wrote.

FUTURE TENSE.

I shall write.

There are really a great many forms of the Verb, but we are now acquainted with the most important of them.

We have the Present Tense, as *go, drink, love, walk.*

the Past Tense, *went, drank, loved, walked.*

the Present Participle, *going, drinking, loving, walking.*

the Past Participle, *gone, drunk, loved, walked.*

The Present Tense, the Past Tense, and the Past Participle are called the Principal Parts of a Verb. It is so easy to form the Present Participle,—simply by adding the syllable *ing* to the Present Tense,—that when we give the Principal Parts it is not thought necessary to mention the Present Participle.

The pupil should examine the list of Verbs given in the Appendix. (For additional exercises see page 154.)

22. Verbs Frequently Misused.

One reason why the student must know the Principal Parts of a Verb is because careless speakers frequently use the Past Participle instead of the Past Tense of the Verb. It is a mistake to do so. A Participle cannot properly be used as the principal Verb in the sentence. Look at these Verbs. They are frequently misused.

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
Do.	Did.	Done.
See.	Saw.	Seen.

It is correct to say: "*John did his work well; we all saw it.*" It is incorrect to say: "*John done his work; we all seen it.*"

This mistake is a very common one. It should be carefully avoided.

A Past Participle should never be used by itself as predicate. It is quite proper to say :

John has done his work.

John's work has been done.

We have seen it.

The horses were seen yesterday.

The boat can be seen from here.

In these and in all other cases where *seen* or *done*, or any Past Participle is used as predicate, the word *have*, (*has*, *had*, *shall have*, *will have*); *is*, (*are*, *was*, *were*, *be*, *will be*); or some other part of the Verb *have* or the Verb *be* must be used along with it

I done it, I have did it, I seen it, I have saw it, are all incorrect.

RULE 6.

THE PAST PARTICIPLE WHEN USED IN FORMING THE PREDICATE OF A SENTENCE IS ALWAYS ACCOMPANIED BY AN AUXILIARY (BE OR HAVE).

Correct the following sentences :

He has awoke already.

Tom said he seen a rabbit. The rabbit run into a bush.

I done very little yesterday, but to-day my work has went forward rapidly.

This interesting story was broke off in the middle.

Philosophers have often mistook the source of true happiness.

The tired man laid down to rest.

Complete the following sentences :

I had been down in the afternoon.

I down to-night, we down yesterday, our studies have in a certain direction; but we a book down to-night, we it down yesterday, we have aside our studies.

23. Shall and Will.

The pupil will learn the following by heart :

I shall	we shall
Thou wilt	you will
He will	they will

These forms are used in speaking of what is to happen in the ordinary course of events without reference to what the speaker desires or resolves to do.

I shall be out of town to-morrow.

We shall reach our journey's end by Tuesday night.

He will be drenched to the skin.

They will be lonely without you.

In these cases it will be seen that *shall* is used in the first person, and *will* in the second and third persons, in reference to things that are going to happen apart from desire or determination on the speaker's part.

Notice the expressions :

I shall be glad.

I shall be pleased.

I shall be delighted to do this.

It is true that these sentences all convey the idea of willingness, but the idea of willingness is in the words *glad, please, delighted*, and not in the word *shall*

Observe the following :

I will go to town.

You shall accompany me.

He shall remain at home.

These sentences express desire and resolve. When the speaker assumes an attitude of direction or control he uses *will* in the first and *shall* in the second and third persons.

It is to be remembered that the speaker may, for the sake of politeness, desire to avoid the appearance of giving a command. Thus an officer in giving an order or command to his soldiers may say :—"The regiment will advance."

Which of the following suggest the idea of desire or willingness ?

Will you try to come earlier ?

Will you go to the Post Office with this letter ?

Shall you go by the Post Office this morning ?

Shall you vote for Brown ?

Will you vote for Brown ?

Shall you be in Vancouver during the summer ?

Will you join our fishing party ?

Will you try to write better ?

Shall you go in for the writing contest ?

The pupils may frame questions to which *I shall, I will, we shall, we will*, respectively, serve as appropriate answers.

Remember that *Shall you?* not *Will you?* is the proper form for the future tense in asking questions,

Will you? always denotes willingness, consent, or determination.

What have you to say about the following uses of shall and will?

We will join your party, if you have room enough.

Will you go with us, if it does not rain?

We will go, rain or no rain.

You shall all go.

I will not remain another minute.

I shall be drowned; nobody will help me.

I will be drowned; nobody shall help me.

CHAPTER VI

THE WRITTEN SENTENCE

24. Punctuation and Capitals.

Grammar has to do, not only with the way we speak, but also with the way we write.

A sentence may be spoken, or it may be written. Any thought completely expressed in words is a sentence, whether written or spoken. There is a right way, and there are many wrong ways, of expressing our thoughts in writing.

In order to make ourselves understood in conversation we often drop or raise our voices a little, or make a brief pause between one word or phrase or sentence and another. Punctuation is used to show in our written sentences what it is so easy to express in our spoken language by these inflections and pauses.

Some of the rules for capital letters and periods have already been mentioned. For example, we have seen that every sentence should begin with a capital, and that most sentences end with a period.

The following is quite incorrect :

John and his friend Tom went to the rink together it was crowded they put on their skates at once Tom said he enjoyed the sport it was very pleasant.

How many sentences are there ? There are five in all. Write the whole properly, putting in periods and capital letters where necessary. Make your periods carefully, placing them exactly on the line ; not above the line and not below it.

Correct the following :

A fox once upon a time fell into a well he tried hard to keep his head above water by and by a wolf came along that way the fox appealed very earnestly for help he begged for a rope or something of that kind to help him to escape the wolf was filled with compassion at his misfortune he spoke feelingly of his great sorrow the fox however begged for help pity is but cold comfort for a poor fellow up to his chin in water.

Correct the following :

The Rajah determined to assault Arcot the besiegers rushed furiously to the attack Clive was prepared for them the struggle lasted about an hour four hundred of the assailants fell the garrison lost only five or six men the besieged passed an anxious night they expected a renewal of the attack at daybreak however the enemy were no more to be seen they left behind them several guns and much ammunition.

Most sentences close with a period. There are two other marks that are used at the end of sentences. They are the interrogation point or question mark, and the exclamation point.

The interrogation point or question mark follows a direct question. There is no difficulty in recognizing a written question: *Where are you going? Can you come with me to-morrow? Is it raining?*

Sometimes a sentence takes the form of an exclamation, and an exclamation point is used to mark the end of the sentence: *How warm it is! How the wind blows! What a brilliant colour she has!*

Observe that a question may be asked by means of a single word. In that case the question mark is used. For example: *Why? Where? Who?*

Notice also that an exclamation consisting of a word or two takes the exclamation mark after it: *Hurrah! Alas! Dear me!*

REMEMBER THAT EVERY SENTENCE BEGINS WITH A CAPITAL LETTER, AND THAT EVERY COMPLETE SENTENCE IS FOLLOWED BY ONE OF THESE THREE MARKS.

There are a few other things to remember about capitals and periods.

1. In poetry every line begins with a capital:

From the lone shieling on the misty island
Mountains divide us, and the waste of seas;
But still the blood is strong, the heart is Highland,
And we in dreams behold the Hebrides.

2. Every Proper Name begins with a capital:

Canada, Victoria, Britain, England, America.

3. Adjectives derived from Proper Names begin with a capital :

Canadian, Victorian, British, English, American.

4. The Pronoun I is always written with a capital.

5. Most abbreviations begin with a capital and all abbreviations end with a period :

Mr. Jones

Rev. Thos. Cleric, D.D., Ont.

Mrs. Smith

St. Norbert, Man.

Maj. Jackson

John Robinson, Jr.

Col. Starbottle

Sir Charles Tupper, Bart.

6. All names of the Deity are written with a capital:
The Lord God Omnipotent reigneth.

PART TWO: GRAMMAR AS A SCIENCE

A—THE SENTENCE

CHAPTER VII

THE SENTENCE AS A WHOLE

25. Introductory.

If the student will turn over the pages of the book and glance at some of the exercises he will notice that they contain statements about a great many very different things. He will find that one sentence is about an island, another about the leaves, and another about Mary Queen of Scots; and the fourth may possibly say something about the cost of sugar. He may be inclined to think at first that the study of grammar includes geography, and nature study, and history, and arithmetic. But although much is said of these and of other things that we study in and out of school, nevertheless, in grammar, what we are chiefly interested in is the **WAY** in which we speak and write. Grammar deals with the **FORMS** of speech.

You often hear two or more remarks which are much the same in meaning, and yet different in form.

John broke the window means much the same as *The window was broken by John*.

There is very little if any difference in meaning between:

The king's son *and* the son of the king.

An August morning *and* a morning in August.

He spoke pleasantly *and* he spoke in a pleasant way.

These are different forms, but they are alike in meaning.

Again, you often notice expressions which are different in meaning but very similar in form.

Here are a few examples :

A pretty flower.

A sad story.

A tall man.

A red flag.

A bright light.

A cold day.

In this group we have six different expressions dealing with six different matters, and yet ~~the~~ *one* form is the same in each.

It is easy to find plenty of examples of ~~this~~ *them*.

Examine the following :

John ran to school.

William rode to Brandon.

Henry walked to business.

James went to plough.

Tom drove to town.

Mary hurried to church.

These are quite different in meaning; but the form is the same throughout.

Is there any difference in meaning between: A coat of many colours *and* A many-coloured coat? No. The difference is simply in the *way* we have put our words together. It is a difference of *form*.

What a great difference there is between such words as *rapidly* and *slowly*. But these two words, different as they are in meaning, are alike in one way. *Show exactly in what respect they resemble each other; and mention a few other words that are like them in form.*

Take as a pattern the form, *a pretty flower*, and make half a dozen similar forms.

Here is another pattern: *Mary sings sweetly.* It is easy to form sentences like it. For example: John runs rapidly. Edward studies diligently. Tom writes slowly. *Construct ten more of the same kind.*

Write down ten examples similar in form to the following:

In the field.

Over the fence.

On the table.

On the bridge.

Now let us try another exercise. We have seen that there are expressions which are alike in meaning and different in form.

Change the form of each of the following expressions, but take care to express as nearly as possible the same meaning:

An ocean voyage.

A voyage on the ocean.

An honourable man.

A day of joy.

A time of trouble.

John struck the table.

Mary sang a song.

Tom ate the apple.

The sky is covered with clouds.

26. Sentence and Phrase.

Let us examine and compare the forms in this exercise:

A book.

John runs rapidly.

The green grass.

The knife is sharp.

These trees are tall.

The Premier of Great Britain.

The evening star.

The clouds move slowly.

An old coat.

Tom laid the parcel on the table.

Each pupil will try his hand at this exercise. He will try to find out the different forms, and place them in groups or classes.

Every one is entitled to his opinion as to the best plan of grouping. At the same time there should be a reason given in every case.

For example:—If a pupil were to place Nos. 6, 8, and 10 in the same column, and give as his reason that each of these mentions a person; or if he were to place Nos. 2, 3, 4 and 9 together because they remind him of nature study: these would not be good reasons. He should bear in mind what has already been said about the difference between form and meaning. It is the form that he is to think about chiefly, when he is studying grammar.

Each student should depend on himself and give his reasons. He should be prepared to argue the matter out with the other students. Perhaps he may go so far as to attempt a definition. A very good way to show that you are right is to take another exercise. If your way of grouping is a good one, and if you can make a good definition, your classification and your definition ought to work well in every case. Look carefully over the next exercise, find out whether you can arrange all the forms on the plan taken in the previous one, and show that your definition applies.

This paper is white.

Early in the morning.

Dark blue eyes.

The streets are crowded.

An old red school building.

The noisy lads at play.

The sun shines bright.

A dark day.

Dust covers the book

Tom, the Piper's son.

You have now tested your plan and have found out how it works. If it has served you well in this exercise

you are probably on the right track. If not, you had better try some other arrangement.

If anyone is still in doubt as to the proper classification he will be almost sure to detect the difference between the two types or forms in the following exercise :

The boys.	The king led his troops to victory.
A horse.	Snow storms.
The boys are tall.	A horse was stolen.
The king.	Grammar is easy.
Snow fell yesterday.	The study of grammar.

Classify the following examples. They are very much alike in meaning, it is true, but the pupil is to think of the form.

Cold windy day.	Cold and windy.
The wind blows cold.	The day is cold and windy.
The cold wind.	This is a cold wind.
Cold blows the wind.	The cold wind is blowing.
A blowing wind.	A day of wind and cold.

Classify the following, and give your reasons :

- Seeing the crowds.
- The boy was punished.
- Mounting his horse.
- Leaves and flowers everywhere.
- He heard his daughter's voice.
- He was sure of winning a prize.
- An awful sound, a dreadful light.
- The general rode quietly off.
- Enjoying his vacation.
- He enjoys his vacation.

Classify the following in the same way. Give your reasons:

Charmed with the sound of a whistle.

My beautiful whistle disturbing the whole family.

They laughed at me for my folly.

A large Newfoundland dog standing near the door.

A little girl with some books under her arm.

From the lone shieling on the misty island mountains divide us.

A wise son maketh a glad father.

Going abroad for the summer.

The terror of all the English and Dutch merchants.

The intrepid sailor entered the estuary of the Shannon.

Here are a few examples a little more difficult than the others:

The grey-headed old pensioners creeping about the arcades and alleys of Greenwich hospital.

Hardly able to keep off the pursuers during the crossing of the river.

All his passions were under strict regulation.

There came a gallant merchant-ship full sail to Plymouth Bay.

With his white hair unbonneted the stout old sheriff comes.

Bohemia's plume and Genoa's bow and Caesar's eagle shield.

Up rose the golden morning over the Porcian height.

Fair as the earliest beam of eastern light.

Ensigns dancing wild above, blades all in line below.

On rode those strange horsemen with slow and lordly pace.

Like a servant of the Lord with his Bible and his sword.

One more exercise :

A tall, somewhat good-looking elderly lady wearing her silver-white hair in old-fashioned curls.

Coming down to the breakfast-room earlier than usual and saluting everybody there with the utmost cordiality.

Returning to his cottage he proceeds to sweep the hearth.

From peak to peak the rattling crags among
Leaps the live thunder.

Those barbarous ages past, succeeded next
The birthday of invention.

The great qualities of Charlemagne alloyed by the vices
of a barbarian and a conqueror.

Deep drank Lord Marmion of the wave.

These things to hear would Desdemona seriously incline.

A study of the irregular verbs with suitable exercises.

To see several dropping unexpectedly in the midst of
mirth and jollity.

27. Classification of Sentences.

Sentences are of different kinds. Each pupil will examine, compare, and classify the following sentences. He will try to find out how many different kinds there are, and then place them in groups. Everyone is entitled to his opinion as to the best plan. At the same time there should be a reason given in every case :

The roses bloom on the hill.

How cool it is in this shady spot !

Are you going to work to-day ?

He is a mighty man of valour.

Return to your duty at once.

What a fine day it has been !

Did you finish your book ?

How sweet the moonlight sleeps upon this bank !

The bright waters sparkle.

Did you see the procession ?

There is no better way of finding out whether your plan of classification is a good one than by trying it with another exercise. *Test your plan and find out how it works :*

How the wind blows !

Button up your coat.

Walk more rapidly.

The ploughman homeward plods his weary way.

How well the guide knows his way !

Are you sure of your information ?

The exhibition was opened by the Prince.

What a fine building that is !

Go to the ant, thou sluggard.

Where shall we find our friends ?

If your plan has worked well you are probably on the right track. If not, you had better try some other arrangement. Explain why you like your plan and show that it will work. *Try another series :*

Alone stood brave Horatius.

Hew down the bridge, Sir Consul.

The ox toils through the furrow, obedient to the goad.

Whence flies your sloop, full sail, against so fierce a gale ?

Who shall bid the torrent stay ?

Then paused perforce that noble song.

What a fearful revenge he took !

With what pride did our forefathers pronounce the name
of Nelson !

How dearly he paid for his prosperity !

To what shelter shall I fly ?

Everyone should now be in a position to attempt a definition of the various kinds of sentences. Pupils may offer criticisms of the definitions wherever they seem defective.

Exercises in the construction of original sentences of the various kinds, Declarative, Interrogative, Imperative and Exclamatory, should follow.

Classify the following sentences on the same lines :

First he led his armies forth against the mammoths of
the north.

To what guardian shall I cry ?

Dost thou among these hillocks stray o'er some dear
idol's tomb to mourn ?

No star illumines the blackness of the roaring sky.

How with tearful eyes they crouch upon the earth !

Listen to the sweet songs of the birds.

Come ye in peace, or come ye in war, or to dance at our
bridal !

What a rapturous cry from all the city's thousand spires
arose !

On the northern hills afar pealed an answering note of
war.

What splendid courage was exhibited on that day !

Clashed they their arms in anger or in joy ?

Who can decide that question ?

How wonderful is sleep !

How completely his passion has blinded him !

Bring forth the horse.

With the beakers empty and one in each hand push
them bottom down into the water.

The devil can catch a lazy man with a bare hook.

Can you stop the winds in their course ?

Be not too bold.

Neither a borrower nor a lender be.

Construct half a dozen original sentences of each kind. Remember that the Declarative and Imperative sentences end with a period, the Interrogative with a question-mark, and the Exclamatory with a note of exclamation.

28. Subject and Predicate.

We have already seen that sentences fall naturally into two parts. *Separate each of the following into its two parts, subject and predicate :*

(a) Vast meadows stretched to the eastward.

Each warrior drew his battle blade.

The old chief of the tribe stood up.

The moon rose over the city.

The heavy gates were opened.

Up springs the lark.

The blackbird whistles from the thorny brake.

Sweet was the sound at close of day.

The juicy groves put forth their buds.

The minstrel continued his sad tale.

- (b) The king courteously raised his hat.

Under a spreading chestnut tree the village smithy stands.

The Assyrian came down like a wolf on the fold.

The pine has a fringe of softer green.

An unexpected storm burst over the valley.

All the farmers close by lost their hay.

Regiments of turkeys were gobbling through the farmyard.

Van Tassel was a perfect picture of a thriving, liberal-hearted farmer.

Hector took up his helmet from the ground.

Andromache went her way to her home.

- (c) Thought takes man out of servitude into freedom.

Lack of desire is the greatest riches.

Into town comes galloping the farmer's horse with steaming flanks.

Without, beneath the rosebush, stands a dripping rooster on one leg.

Men are but children of a larger growth.

Above the clouds is the sun still shining.

After ages will record his good deeds.

After many years of suffering he recovered his health.

After an unselfish deed the heart is light.

In all her movements there is grace and dignity.

- (d) The Latin language has more than twenty different inflections.

Their shots along the deep slowly boom.

Their furrow oft the stubborn glebe has broke.

One morn I missed him from the accustomed hill.

Soft sigh the winds of heaven o'er their grave.

Perhaps in this neglected spot is laid some heart once
pregnant with celestial fire.

Faith builds a bridge from this world to the next o'er
death's dark gulf.

Twice have I sought Clan Alpine's glen in peace.

The beat of the alarming drum roused up the soldier
ere the morning star.

Slowly steals the music over all the hillsides waving
green.

(e) In a cottage rude she dwells listening to the sabbath
bells.

In that fair clime the lonely herdsman lulled his
indolent repose with music.

One summer noon an arm rose up from out the bosom
of the lake.

Then shook the hills with thunder riven.

Then went Sir Bedivere the second time across the
ridge.

A slanting ray of evening light shoots through the
yellow pane.

The pealing anthem swells the note of praise.

All day long the noise of battle rolled among the
mountains by the winter sea.

At once the loud alarum clashed from all her reeling
spires.

(f) The wall fell with a crash.

The full light of day had now risen upon the prairie.

Innumerable dismal stories were heard every day.

At the first glimpse of dawn we arose.

On pillars rests its roof.

• The baron lived in his ancestral castle.

Upon the hero's head was a helmet of brass.

Such a plan presents many difficulties.

His flaxen hair of sunny hue curled closely round his
bonnet blue.

Eastward was built a gate of marble white.

(g) Oft have we seen him at the peep of dawn.

The prince of all the land led them on.

Around the pious man each honest rustic ran.

He quite forgets his labour and his toil.

To every man upon this earth death cometh soon
or late.

One man in his time plays many parts.

No mate, no comrade Lucy knew.

Cowards die many times before their deaths.

The paths of glory lead but to the grave.

One touch of nature makes the whole world kin.

29. Complete and Simple Subject and Predicate.

We have already seen that the subject is often a Noun and sometimes a Pronoun, and that the Predicate always contains a verb.

In fact we have sentences containing only two words a Noun and a Verb, or a Pronoun and a Verb. *Give examples.*

Further we may take a long sentence and omit a great many of the words without destroying the sense of the sentence.

Many happy birds sang joyously in the grove.

If we omit *many* and *happy* from the subject, and *joyously in the grove* from the predicate, the remaining words still make sense; but if we drop out *birds* or *sang*, the remainder does not tell us anything, and therefore no longer makes a sentence.

We distinguish between the complete subject and the simple subject, and between the complete predicate and the simple predicate. In the example given the word *birds* is the simple subject, and *sang* the simple predicate.

Divide the following sentences into subject and predicate, and underline the simple subjects and simple predicates:

Ten thousand warblers cheer the day with song.

The wondering stranger gazed round him.

The rats in the ship disappeared in an hour.

Innumerable mosquitoes buzzed furiously about our heads.

The walls of the factory fell with a loud crash.

Slowly behind the hill sank the red sun.

A great wood fire blazed cheerfully.

One touch of nature makes the whole world kin.

Now fades the glimmering landscape on the sight.

The able and experienced ministers of the Republic came every day to pay their civilities to him.

In the last exercise the simple predicate, that is, the verb, is a single word. In the following sentences the simple predicate consists of a verb-phrase, that is, a group of words consisting of a verb with an *auxiliary*, e.g., *is*, *are*, *was*, *were*, *may*, *can*, *must*, *might*, *shall*, *will*, *could*, *would*, *should*, *have*, *did*, *do*.

Underline the simple predicates in the following :

- (a) Johnson would set his heart on touching every post on the street.

No opulent gentleman-commoner could have treated the academical authorities with more gross disrespect.

Chesterfield has long been celebrated for the politeness of his manners.

The last Rambler was written in a sad and gloomy hour.

The memory of Pitt has been assailed times innumerable, often justly, often unjustly.

Temple had refused to take any part in the politics of the Cabal.

Bribes may be offered to vanity as well as to stupidity.

Captivity had restored to Argyle the noblest kind of liberty.

His attention had been confined to other studies.

Burnett was pursued by the vengeance of the Court.

- (b) Our objections may be summed up in two words.

A very little practice will enable you to do it.

Your wish shall be granted.

So you were called Darsie in your infancy.

Willingly would I have banished these recollections from my memory.

This entanglement might have been broken through like a cobweb.

Exaggerated accounts of your purpose have been laid before the government.

I should have thought it highly dangerous.

Two or three miserable huts could be seen beside this little haven.

Benjie had been suspected of snaring partridges.

- (c) Thine outward frame would be improved by cleaner garments.

You must have heard of Sir Robert Redgauntlet of that ilk.

My conduct had made a different impression upon them.

A poet may easily be pardoned for reasoning ill.

He cannot be pardoned for describing ill.

Such ladies as Miss Lydia Languish must have been grievously disappointed.

He had in spite of much affliction clung vehemently to life.

He will succeed in his purpose.

The train will have reached the city before now.

Already might have been observed in him a happy and genial temper.

The pupil will construct sentences in which the following verb-phrases are used : is going, are walking, was singing, may go, can write, must find.

Construct sentences using each of the auxiliaries : may, can, must, might, shall, will, could, would, should, along with HAVE ; thus : He could have finished the work in three hours if necessary.

How many of the sentences which you have constructed are in the Active form ? How many in the Passive ?

Turn each sentence to the other form ; and underline the verb-phrases in each. (Additional exercises on page 155.)

It will be interesting to inquire how many different kinds of Subjects may be used in the formation of sentences.

Classify the Subjects in the following :

John ran to school.

He was just in time.

The school contained forty pupils.

The boys play football.

They formed an excellent team.

Many of them were skaters.

Skating is a pleasant exercise.

Swimming is fine fun.

To loaf is disgraceful.

To make a mistake occasionally is no disgrace.

Making mistakes all the time is discouraging.

She makes few mistakes in arithmetic.

Arithmetic is not difficult.

Mary likes botany.

To keep one's books in order requires care.

Keeping one's books in order is good discipline.

We have already learned that the Subject of a sentence may be a noun or a pronoun. Sometimes, as this exercise shows, other words may be used.

Construct sentences using as Subject in each case one of the types you have discovered.

30. The Verb "be" and the Complement.

These are sentences that seem to fall naturally into three parts.

John is tall.

The cows are comfortable.

Horses are useful.

The ball is blue.

The water is cold.

The morning is fine.

This tobacco is home-grown.

The churches in that city are beautiful.

The bridge was unsafe for horses.

All the fields are ripe.

The pupil may try his hand with this exercise. He will soon discover the plan of division spoken of. He can readily see that this division into three parts recognizes the use of the verb "be."

What is the work of the word *is* or *are* in any of these sentences?

If it were left out altogether what would be the effect? Would the remaining words form a sentence? Has the verb any meaning by itself? Very little, if any. The meaning is chiefly contained in the words *tall, comfortable, blue, useful, cold*, etc. This verb "be" is therefore a connecting or joining word as well as a verb, since it connects the subject with the significant part of the predicate.

The student is warned, however, that the words *is* and *are* are not to be thought of as coupling-pins or links used to connect two distinct and separate things. A sentence is not like two railway cars held together by a bolt. A sentence is not two things. It is one thing composed of two parts which have no use apart from each other.

Compare the forms:

Horses are useful. Useful horses.

The ball is blue. The blue ball.

All the fields are ripe. All the ripe fields.

Make half a dozen sentences of the same kind and compare each of them with its corresponding form as above. What conclusion do you reach in regard to the relation of the predicate to the subject? What is the work of the predicate?

In sentences of this kind, we may use the word *Complement* to denote the third part. Thus we have:

SUBJECT.	VERB.	COMPLEMENT.
John	is	tall.

Analyse on this plan the following sentences:

Thy mother was a lady both lovely and bright.

The muscles of his brawny arm are strong as iron bands.

Thus shall each day be a jewel strung upon thy thread of life.

Fruit will be an important product in that province.

The Marseillaise is the French national hymn.

He was a man to all the country dear.

A little ripe fruit might be suitable for the purpose.

It was the noon of a glorious day in June.

Lord Dufferin was Governor-General of Canada.

Also the following:

The top of the window is circular. The old man's words were few. Beautiful are the skies of Canada. He is Captain of the Host. The morning air was damp and chill. Sad is the lot of the motherless bairn. It is he. Goodly is our heritage. Half a loaf is better than no bread. Beauty is but skin deep. I was once a bare-foot boy. Canada is a land of freedom. Kind hearts are more than coronets. The virtue of prosperity is temperance. The trees are Indian princes. All his

fingers are thumbs. In all climates spring is delightful. Weeds are great travellers. Perhaps thou wert a Mason. Dublin is the capital of Ireland. White garments are cool in summer. Ye are careful warders.

By way of Review the pupil will construct suitable sentences to illustrate the matters referred to :

1. The Subject of a sentence may be a Noun.
2. The Subject of a sentence may be a Pronoun.
3. Some other word may be used.
4. The Subject may be simple and the Predicate simple.
5. The Subject may be complex and the Predicate also complex.
6. Sometimes the simple Predicate is a Verb.
7. Sometimes the simple Predicate is a Verb-phrase.
8. Sometimes a sentence may be divided into three parts.

31. Modifiers.

Words, phrases, and the other parts of a sentence are classified in grammar on the basis of their work in the sentence. The work or use of a word in the sentence is sometimes called its sentence function. Thus, as the student knows very well, the function of the predicate is to tell something about the subject. In an important sense it modifies the subject. The function of a pronoun is to stand for or refer to a noun. The function of a preposition is to join words. Every part of a sentence, that is to say, has its own work to do, its sentence function.

Examine the following :

The brave *soldier* served faithfully.

The simple subject and the simple predicate are printed in italics. For convenience the other words in this sentence may be called MODIFIERS.

Classify the modifiers in the following sentences on the basis of sentence function :

The cold winter dragged slowly along. The red sun sank slowly. Many cattle wandered about. The heavy gates closed immediately. Our dusty battalions marched steadily forward. A great wood fire blazed cheerfully. Large birds fly swiftly. He looked anxiously around. The cellar door flew open. His head gradually declined. The savages fought furiously. The brave clansmen mustered rapidly. The tall warriors marched by. Bright flowers bloom in the spring. The lowing herd winds slowly o'er the lea. The darkness falls from the wings of night. Birds of a feather flock together. In came a fiddler with a music book. For thee a funeral bell shall ring. Before me shone the glorious world fresh as a banner bright. From scenes like these old Scotia's grandeur springs.

Also the following :

The gentle lark weary of rest from his moist cabinet mounts up on high.

Elevated high above his vassals came the Inca.

The first years of a young barrister pass in anxious leisure.

The child drew back into the bosom of his nurse.

Before the barn door strutted the gallant cock.

At the foot of the tree bubbled up a spring of water.

Regiments of turkeys were gobbling through the farm yard.

The clouds around the setting sun changed greatly.

Over the heavy fireplace hung the picture of a warrior.

His countrymen heaped honour upon him.

Also the following :

These fine soldiers had now fought nobly for seven hours.
A few retired folk live there undisturbed by the bustle of town life.

The sword of Damocles hung imminent suspended by a hair.

The old knight stood with his back to the fire.

Unfortunately the population of England in 1685 cannot be ascertained with perfect accuracy.

His studies were directed by his mother.

A close and lasting friendship sprang up between the pair.

At seventeen Pitt was admitted after the bad fashion of those times, by right of birth, without any examination, to the degree of Master of Arts.

In the very act of addressing the peers he fell back in convulsions.

The command of the Mediterranean had been for some time lost.

The pupil may find it necessary in dealing with some of these sentences to change the form so as to show clearly how the parts are related to each other. The sentence *Conspicuous in this great crowd stood the old general, close to the Queen's seat* may be changed to another form : *The old general, conspicuous in this great crowd, stood close to the Queen's seat.*

It is possible to construct sentences which contain many modifiers. In some of the sentences in the last exercises there are as many as four or five modifiers. Let us construct a sentence containing a number of modifiers in both parts of the sentence. Let it be about *a portrait hanging on the wall. It is by a famous*

painter. It is a portrait of a soldier. The portrait is a fine one. The soldier was of the time of Wellington. The portrait hangs in the hall. It is near the window.

Near the window in the hall hangs a fine portrait of a soldier of the time of Wellington, by a famous painter.

Construct a sentence from the following material :

Robert Preston was formerly servant in a tavern. His tombstone stands in a small cemetery. It stands near the church. It stands immediately under the back window of The Boar's Head.

Take as a basis the sentence: *A charge was made.* The subject may be modified by saying that it was a *brilliant* charge, that it was *successful*, that it was *headed by the colonel of the regiment*. The predicate may be modified by saying that it was made *on the 1st of May*, that it was made *early in the morning*, that it was made *by order of the general*. Write the sentence.

Take as a basis the sentence: *The judge entered the court.* The subject may be modified by saying that the judge was *old*, that he was *white-haired*, that he wore a *gown*. The predicate may be modified by saying that he entered *slowly*, that he entered *at ten o'clock precisely*, and that he was *preceded by an officer*.

Construct a sentence from the following materials :

The Hudson's Bay Company have carried on trade for many years. This trade has been by way of Hudson's Bay. This is an immense inland sea. It is in the northern part of Canada. The Company have carried on this trade between the old country and their forts in Canada.

Unite the following ideas in a single sentence :

A song was sung by the choir. It was sung for the occasion. It was sung with perfect harmony. It was sung with unity.

Divide the following into Subject and Predicate. Underline the simple predicate in each case. Examine the remaining parts of the predicates and classify them :

John ran rapidly.	That flower blooms bravely.
I slept well.	Birds eat seeds.
James sang hymns	He took the money.
John walked slowly.	Mary spoke clearly.
The cold is intense.	Ships plough the sea.

We have already learned that the best way to test the plan of classification is to see if it will work. If you are on the right track your classification will serve for every case.

Try the following sentences :

He drinks water.	They sang gaily.
Water quenches thirst.	They sang songs.
They emptied the keg.	The women went forward.
Farmers raise crops.	He went across the way.
He walked slowly.	They ply their tasks.

Now to apply what we have discovered :

The sloth spends its whole life in trees. Into the valley of death rode the six hundred. Bernard paid the money well contented. The larch has hung all his tassels forth. The prince led them on. The gentleman wore a lace doublet. He looked anxiously around. The club will meet to-night. The brave duke came early to his grave. They captured a strange fish.

To make quite sure take one more exercise :

They work with zeal. Caesar governed well. Caesar conquered Gaul. His friends loved him ardently. Our soldiers behaved nobly. They engage the enemy. I saw him yesterday. Haughtily the trumpets pealed. At once on all her stately gates arose the answering fires. The rest of the continent has a warm climate.

32. Review.

The pupil is now acquainted with the division of the sentence into two main parts, and also the further division of these parts. In the complete subject he has learned to distinguish the *simple* subject; and in the complete predicate he can distinguish the *simple* predicate. In addition to the simple subject there may be *attributes* of the subject; and in the complete predicate there may be a *complement*, an *object*, or an *adverbial modifier*.

We may now employ a new scheme of analysis. Let us analyse the sentences:

Spare diet speedily cures many illa.

His establishment is enormously expensive.

The grim taciturn bear climbs down the dark ravines.

His name was Paul.

SUBJECT.			PREDICATE.		
Attributes.	Simple Subject.	Simple Predicate.	Complement.	Object.	Modifiers.
spare	diet	cures		many illa	speedily.
his	establishment	is	enormously expensive		
the grim taciturn	bear	climbs			down the dark ravines.
his	name	was	Paul		

On the preceding plan analyse the following sentences :

The small birds were taking their farewell banquets.

Thus he bore without abuse the grand old name of gentleman.

The wintry sun looked down upon the ice.

There shallow draughts intoxicate the brain.

A military casque he wore with splendid feathers dressed.

Loose over her shoulders falls her flaxen hair.

At this critical moment a fresh, comely woman passed through the throng.

The strange news of his lost father soon roused the prince from his stupor.

Sweet are the uses of adversity.

A thing of beauty is a joy forever.

Analyse these sentences :

(a) The head of a younger branch of the Campbells stood high among the petty princes of the mountains.

The king at length made his way over the river.

He struggled manfully and successfully against many difficulties.

Among our four-footed friends the cow holds a very high rank.

In the midst of these thoughts he suddenly heard the barking of a pack of dogs.

All the trees of the forest are useful.

The weather has been extremely warm and trying.

My horse can carry a very heavy weight.

The eagle is a powerful and cruel bird of prey.

Our cow gives several pints of good milk every day.

- (b) A large number of apples fell from the same branch.

In a few minutes they had made a breach in the wall of the castle.

The Assyrian came down like a wolf on the fold.

The writings of the wise are riches for posterity.

Posterity cannot squander this bequest.

We cannot obey all the Divine commands without Divine aid.

That great nation has long been famous for the valour of its sons.

Once in an ancient city a brazen statue of Justice stood in the public square.

He spied far off upon the ground a something shining in the dark.

Long time in even scale the battle hung.

- (c) The wild hawk stood with the down on his beak.

Just and wonderful are the councils of Providence.

The locust by the wall stabs the noon-silence with his sharp alarm.

Her hair was as bright as the waves of a rill.

The father, already infirm, became melancholy and sad.

His mother was his constant attendant.

Sometimes a distant sail would be the theme of idle speculation.

A wide sea voyage severs us at once.

Sincerity is essential to good character.

The smallest dewdrop has a star sleeping in its bosom.

- (d) Holy and heavenly thoughts shall counsel her.

Discretion is the better part of valour.

Every mountain now hath found a tongue.

The Prince of Wales became the king of Great Britain and Ireland.

Slowly and sadly we laid him down.

The Chief in silence strode before.

Heaven from all creatures hides the book of fate.

Love is the fulfilling of the law. To err is human.

The sentinel on Whitehall gate looked forth into the night.

Construct sentences containing :

Simple subject and simple predicate.

Simple subject with one attribute.

Simple predicate with two adverbial modifiers.

A phrase in the subject.

A phrase in the predicate.

An object and an adverbial modifier.

A complement.

CHAPTER VIII

COMPLEX AND COMPOUND SENTENCES

33. Modifiers (Structure or Form).

We have spent some time in studying modifiers. The work of a modifier, as we have seen, is to modify or change the idea expressed by some other words. When we think of modifiers as doing their work in different parts of the sentence, we may, as has already been done, divide them into two great classes: modifiers of the subject, and modifiers of the predicate. That has proved to be a very useful way of classifying modifiers. The basis was sentence function.

Now our task is to find a new plan of classification on another basis, that of structure or form.

Underline the modifiers in the following :

Many men came from the South.

Some men of high position arrived lately.

The man who is honest succeeds.

You should return before darkness falls.

He was there when I arrived.

The fine old trees in the garden stood out against the sky.

The old lady who sat by the window looked quietly at the people.

He still lay where he fell.

The cattle grazed peacefully in the meadow.

An angry noisy mob of ruffians raged up and down.

There are in the above selections a good many modifiers, something over thirty in all. It is easy to see that they differ in form or structure. The question is, of course, how many kinds there are. The best way to answer this question is to make separate columns and write down the modifiers that you have underlined, taking care to place together those which are similar in structure.

When you have done this, try the next exercise, and see if your way of grouping the modifiers will work just as well with new examples. The modifiers are italicised.

Honest men are respected *everywhere*.

The houses on that corner sell *readily*.

Margaret sang *during the evening*.

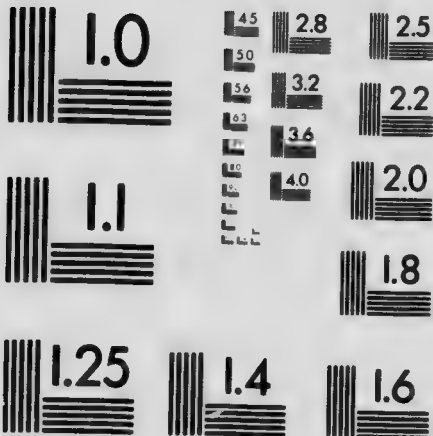
John, *who knows his way*, can go.

He came *when I called him*. He came *gladly*.



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Messengers *who carried news from the front* arrived daily.

He lay *where he fell*. He lay *for a long time*.

Blessed is he *whose transgressions are forgiven*.

In this exercise there are in all fifteen different modifiers, though of course the number of different kinds is very small.

Perhaps a brief exercise in constructing sentences may assist us at this point.

Rewrite the following sentences, substituting a phrase or a single word in place of the italicised part. (Thus: The Queen *who could not hide her anxiety* hoped *that he would return with all speed*. The Queen unable to hide her anxiety hoped for his speedy return.)

The house *which stood on the corner* was burned.

An old friend *who was respected by all* spoke in his favour.

Immigrants *who have newly arrived* look around them with interest.

A dog *that barks* does not always bite.

The white mule *which jogged between the shafts* was driven by a man *who had a ruddy face*.

When he reached home he went at once to his room.

Suddenly Bernard remembered the paper *the lawyer had given him*.

He had left *before I had arrived*.

Like the leaves of the forest *when summer is green*.

The host with their banners at sunset was seen.

The neighbours stared *when they heard Rip's story*.

You can now see, if you have not already discovered the fact, that there are three distinct forms of modifiers. They are not altogether new. You are already acquainted with *single word* modifiers, such as adjectives and adverbs.

The *phrases*, composed of several words, often a preposition with a noun or pronoun, are familiar. But what shall we call these modifiers which are neither single words, nor phrases?

The house *that stood on the corner* is burned. The italicised part is a modifier. It goes with the word *house*. This group of words (*that stood on the corner*) looks very much like a sentence. If you analyse it you find that it has a subject, *that*, and a predicate, *stood on the corner*.

Suddenly Bernard remembered the paper *the lawyer had given him*.

Here the italicised words qualify the word *paper*. The group can be analysed. Subject, *the lawyer*; predicate, *had given him*. We must learn the use of a new term. A Modifier which contains a subject and a predicate is called a **CLAUSE**.

Make a list of the modifying words, phrases, and clauses in the following :

The animal he bestrode was a broken-down plough-horse.

The Irish were the only people in Northern Europe who had remained true to the old religion.

This is the house that Jack built.

As we returned to the village we could hear the sound of a drum.

His eyes which grew brighter with age were then of a deep violet.

The horse that carried the General was wounded severely.

The war lasted till the enemy were exhausted.

John worked with all the strength that he possessed.

He would come if he could.

When morning dawns the animals begin to move.

Make a list of the modifying words, phrases, and clauses in the following :

I spent more than an hour in this apartment, which was indeed a prison.

As she spoke she opened a low door.

The hare gazed at us as we passed.

The older man who was seated near the table now arose from his chair.

When I stopped he made a suitable reply to my remark.

They often looked at the lad as he went by.

When they left the inn the landlord bade them good-bye.

I dared not stay where I was.

Here is a young gentleman who will carry your letter.

The food which was placed before him was inviting.

34. The Complex Sentence.

We must now look at the difference between **SIMPLE** and **COMPLEX** sentences. The sentences we have been dealing with so far have been chiefly simple sentences. The last few exercises have contained sentences which are not simple. By a Simple sentence is meant one which contains a single statement, question, command, or exclamation. A Complex sentence, on the other hand, always contains a **CLAUSE**, in addition to the main or principal statement.

Distinguish the Simple and Complex sentences in the following :

All the bells began to ring when the news arrived.

We always walked to school

A man who has good courage will not desert his friends.

The messenger lost the letter which had been given to him

The officer selected seven men of tried courage.

He has received my letter.

He has received every letter that I have written.

The lad made a daring attempt.

He made an attempt which was unsuccessful.

He made the attempt while he was alone.

Distinguish the Simple and Complex sentences in the following:

I shall go when I am ready.

I shall go in the evening.

My hope is in Him who directeth all things.

He himself rode back slowly to the village.

He employed the brief interval between supper and bedtime in writing.

He employed the interval which remained before dinner time in walking about.

Then rose from sea to sky the wild farewell.

Another year has borne its record to the skies.

As he approached the village he met a number of people.

He found the gully which he and his companion had ascended the previous evening.

Which of the following are Simple sentences and which Complex?

Surely this was his native village.

There were rows of houses which he had never seen before.

As he rose in the morning he found himself stiff in the joints.

Surely this was his native village which he had left but a day before.

The army of women and children that had gathered at his heels soon attracted the attention of the tavern politicians.

The taste of the English in the cultivation of land and in landscape gardening is unrivalled.

The amusements of the country bring men more and more together.

The great charm of English scenery is the moral feeling that seems to pervade it.

Every antique farmhouse and moss-grown cottage is a picture.

The great charm of English scenery is the moral feeling pervading it.

Add a clause to each of the following :

I will give you ten cents (if _____).

He decided to go (when _____).

The thought (that _____) kept up our spirits.

A strange fish (which _____) was captured to-day.

You may go (when _____).

(Wherever _____) there is also fire.

I went (because _____).

(When _____) come to my house.

John confessed his fault (when _____).

A friend (whom _____) called on me to-day.

In a Complex sentence the modifying clause is said to be subordinate to (or dependent upon) the main or principal sentence. To be more exact, it is dependent upon some word in the main sentence. The main or principal sentence itself is often called a clause, but to distinguish it from the subordinate clause it is spoken of as the **MAIN CLAUSE** or the **PRINCIPAL CLAUSE**.

A **SUBORDINATE CLAUSE** is made up of the same parts or members as are found in a sentence and therefore we can employ the same scheme of analysis for both.

But we shall do well to adopt some simple plan of showing the fact that in a given passage certain clauses are subordinate clauses and certain others are main or principal clauses.

Let us use a Capital letter to indicate the principal clause, and a small letter to mark a subordinate one.

For example :

1. Her father said that she would return in the evening.
 1. A. Her father said.
 - a. (that) she would return in the evening.
2. The man who loses his temper continually is a nuisance.
 2. A. The man is a nuisance.
 - a. Who loses his temper continually.

Sentences.	Attributes.	Subject.	Predicate.	Complement.	Object.	Adverbial Modifiers.
1. A.	her	father	said		Clause a	
a.		she	would re- turn			in the even- ing.
2. A.	1. the	man	is	a nuisance		
a.	2. Clause a	who	loses		his tem- per	continually.

Classify the subordinate clauses in the following on the ground of difference in sentence function.

The officers who led the attack were severely wounded.

The castle where I was born lies in ruins.

That some mistake had occurred was evident.

As the lad followed his companion, his knees trembled under him.

The first thing that made its appearance was an enormous ham.

I wish you would attend to your work.

Bassanio confessed to Portia that he had no fortune.

My companion was a gentleman whom I had known for many years.

When evening came the men assembled.

He sprang to his feet as he spoke.

If you have any difficulty in making out the different kinds you should write out your scheme of analysis, and analyse completely each of the principal clauses. This will of course show the exact relation of the subordinate clause in each case.

Try another exercise of the same kind. When you have completed it you may suggest names for the various kinds of subordinate clauses which you have discovered. The sentence-function of each should help you in choosing a name.

Henry lost a knife which belongs to me.

I know he will come immediately.

That he was a great General had never been denied

The slow stream through which we moved was full of reeds.

When I was at Grand Cairo, I picked up several oriental manuscripts.

Ice that is formed in March soon disappears.

Yet some maintain that to this day she is a living child.

When he will arrive is uncertain.

The upright man speaks as he thinks.

When I was a boy. I used always to choose the wrong side of a debate.

The choice of a suitable name for each of the kinds should give very little trouble. Let us analyse a few complex sentences:

1. Uneasy lies the head that wears a crown.
 2. If I am tired, I go down to the orchard.
 3. How he reached home is a mystery.
 4. He declared that he was innocent.
1. *A.* Uneasy lies the head.
 a. that wears a crown.
 2. *A.* I go down to the orchard.
 a. (if) I am tired.
 3. *A.* (Clause *a*) is a mystery.
 a. How he reached home.
 4. *A.* He declared
 a. (that) he was innocent.

Sentence.	Attributes.	Subject.	Predicate.	Complement.	Object.	Adverbial Modifiers.
1. <i>A.</i>	1. the					
<i>a.</i>	2. Clause <i>a</i>	head	lies			uneasy.
2. <i>A.</i>		that	wears		a crown	
<i>a.</i>		I	go			1. down to the orchard.
3. <i>A.</i>		I	am	tired		2. Clause <i>a</i> .
<i>a.</i>		Clause <i>a</i>	is	a mystery		
4. <i>A.</i>		he	reached		home	how.
<i>a.</i>		he	declared		Clause <i>a</i>	
<i>a.</i>		he	was	innocent		

This analysis shows clearly that the modifying clauses are of three different kinds: those which do the work of an adjective, those which do the work of an adverb, and

those which do the work of a noun. Clause 1 *a* qualifies the noun *head*; clause 2 *a* modifies the verb *go*; clause 3 *a* is the subject of the verb *is*; and clause 4 *a* is the object of the verb *declared*.

Write out the Principal and Subordinate Clauses in the following; distinguish them from each other by using Capital and small letters; and analyse as above:

A sharp rattle was heard on the window which frightened the children.

The place from which the light proceeded was a small chapel.

This happened when prices were high.

That he is my friend shows itself in his actions.

I wish you would study harder.

The house stands where three roads meet.

All the birds sang when the sun rose.

The town where John lives is near a river.

I shall go if I can.

Those who attend the church come from the village.

Work through the following in the same way:

The boy who is first will get a prize.

I will go where you go.

He told her his name was Gilbert.

I greatly fear that she must be ill.

Men spend their time in reading what has been said by others.

The flower in your hand fades while you look at it.

He that will be served must be patient.

The place whereon thou standest is holy ground.

The evil that men do lives after them.

As the children spoke, a little cloud passed over the sky.

Here is another series :

Smooth runs the water where the brook is deep. Make hay while the sun shines. I know who you are. Where he went was unknown. I do believe he is willing. I am monarch of all I survey. He whispered words of love that seemed a part of the music. There is a tide in the affairs of men which, taken at the flood, leads on to fortune. I move the sweet forget-me-nots that grow for happy lovers. Skiddaw saw the fire that burned on Gaunt's embattled pile.

Work through the following in the same way :

As the coach rattles through the village, everyone runs to the window.

When he arrives he throws down the reins.

My friend proposed that we should alight.

The old house had been repaired by one of his ancestors who returned with Charles at the Restoration.

When the cloth was removed, the butler brought in a huge silver vessel.

He told us of the effigy of a crusader which lay on the tomb by the church altar.

I hoped that all this folly would soon die away.

He affirmed that he had been overtaken by this midnight trooper.

What happened next I will not pretend to say.

Brom Bones was the formidable rival with whom Ichabod had to contend.

Here is one more exercise of the same kind :

Your son had gone before I came. When I passed he was humming a tune. I am never merry when I hear sweet music. We left behind the painted buoy that tosses at the harbour-mouth. Nothing that you can

say will prevent it. The grapes I had hung up were quite dry. Those that fly may fight again. Montague knew well that the country was safe. That he was a wonderful child was evident to all.

Form complex sentences containing :

An adjective clause qualifying the subject of the main clause.

An adjective clause qualifying some other word in the main sentence,—*e.g.*, the object.

An adverbial clause.

A noun clause used as the object of a principal verb.

A noun clause used as the subject of a verb.

35. The Compound Sentence.

How many kinds of sentence do you observe in the following list ?

The horse bolted and the rider was thrown.

Summer was now coming on and my birthday was approaching.

The rider was thrown when the horse began to run.

They may come if they wish.

Those who come will be welcome.

Men may come and men may go, but I go on forever.

The war pipes ceased, but the hills were still busy with the echoes.

The train started and we began our journey.

We know what we can accomplish.

We know, but they can only guess.

If the pupil will look closely at this list he will see that certain of these sentences contain subordinate clauses and others do not. That is to say, some of them

we recognize as complex sentences, because they contain a main or principal clause, and a subordinate clause. *Write down the complex sentences, marking the clauses, main and subordinate, with capital and small letters.* There are four complex sentences. What about the other six? They are certainly not *simple* sentences. But they may be separated into simple sentences by omitting the conjunction. Thus in the case of the first sentence we may say: *The horse bolted. The rider was thrown.* These two sentences are quite independent of each other; each can stand by itself; neither is subordinate to the other. The sentence: *The horse bolted and the rider was thrown* is called a COMPOUND sentence; and we refer to the two sentences *The horse bolted* and *The rider was thrown* as CO-ORDINATE CLAUSES.

Thus we have in a Complex sentence a main or principal Clause, and a subordinate Clause;

While in the Compound sentence we have two or more co-ordinate Clauses: that is to say, Clauses of equal order or rank.

It will be convenient to adopt a system of marks for the purpose of representing clearly the relation of clauses to each other.

In a previous exercise we used the capital *A* to indicate the Principal Clause and the small *a* to mark the Subordinate Clause in a Complex Sentence.

In dealing with Compound sentences the Capitals *A. B. C.*, etc., may be used to mark the Co-ordinate clauses. Take the following Compound sentences:

1. The brooks become dry and the ground is parched.
2. I searched everywhere but could not find him.

3. Horses did neigh, and dying men did groan, and ghosts did shriek.

1. *A.* The brooks become dry.

B. The ground is parched.

2. *A.* I searched everywhere.

B. (I) could not find him.

3. *A.* Horses did neigh.

B. Dying men did groan.

C. Ghosts did shriek.

If the compound sentence contains in addition to its co-ordinate clauses one or more subordinate clauses these may be indicated by small letters. Those dependent upon *A* by *a*; on *B* by *b*; on *C* by *c*, etc.

He may come if he wishes; but I prefer that he should stay at home.

A. He may come.

a. (if) he wishes

B. I prefer.

b. (that) he should stay at home.

Notice also the plan of distinguishing the Clauses in the following compound sentences:

As the affair happened on the following day I had intentions of going myself; but my wife persuaded me that I had got a cold; and the only thing I could do was to send Moses, who was indeed quite willing to go.

A. I had intentions of going myself.

a. as the affair happened on the following day.

B. my wife persuaded me

b. (that) I had a cold.

C. The only thing was to send Moses.

1 c. I could do.

2 c. who was indeed quite willing to go.

We have here distinguished three co-ordinate Clauses A. B. C. The first contains a subordinate adverbial clause, *a*, the second an adjective clause, *b*, and the third two adjective clauses, 1 c and 2 c.

In a sentence like the following :

A man, whom he met when he was crossing the street,
called him by name,

which contains a principal clause, and a subordinate clause modified by another subordinate clause, the relation of the various clauses may be indicated thus :

A. A man called him by name.

*a*¹. whom he met

*a*². when he was crossing the street.

36. Review.

Write out in full the Main and Subordinate Clauses in the following, taking care to show the relation of the clauses according to the plan given above :

1. I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.

2. Every man desireth to live long ;
But no man would be old.

3. She lived unknown, and few could know
When Lucy ceased to be.

4. You must finish the lesson I gave you, and then you
may play till you are tired.

5. Men go to sea before they know the difficulties of that
kind of life ; and when they come to know it, it is
too late to begin again.

6. From the lone shieling on the misty island
Mountains divide us, and the waste of seas ;
But still the blood is strong, the heart is Highland,
And we in dreams behold the Hebrides.
7. He was singing master of the neighbourhood, and
picked up many bright shillings by instructing the
young folks in psalmody.
8. There are peculiar quavers which are still to be heard
in the church and which may be heard half a mile off.
9. Another of his pleasures was to pass the evenings with
the old Dutch wives as they sat spinning by the fire.
10. She is far from the land where her young hero sleeps,
And lovers around her are sighing ;
But coldly she turns from their gaze, and weeps ;
For her heart in his grave is lying.
11. The young ladies would stop, and converse in the
kindest manner with the peasantry, caress the
children, and listen to the stories of the humble
cottagers.
12. The young nobleman and his sisters, as the day was
fine, preferred strolling home across the fields and
chatting with the country people as they went, but
the others departed as they came, in grand parade,
with a smacking of whips and a clattering of hoofs
that betrayed vulgarity and foolish vanity.
13. By a sudden blaze that sprang up from a fall of
unstirred coals, I saw that her eyes were full of
tears.
14. I threw aside the newspaper and explored my way to
the kitchen to take a peep at the group that appeared
to be so merry.

15. Unfortunately there was no moon, but it was a clear night, and we could plainly mark the long regular heaving of the stupendous mass as its edges moved slowly against the stars.
16. At twelve o'clock we went below and had just got through dinner, when the cook put his head down the scuttle and told us to come up on deck and see the finest sight that we had ever seen.
17. I was pleased with the poor man's friendship for two reasons: I knew that he wanted mine, and I knew him to be friendly.
18. There twice a day the Severn fills:
The salt sea-water passes by,
And hushes half the babbling Wye,
And makes a silence in the hills.
19. About this time a number of Swiss settlers came to Red River, and the colony entered upon a period of peaceful growth.
20. It was a clear day in July, and the sun beat fiercely down upon the long line of scarlet and blue which filled the path between the deep green forest walls.
21. From the former position most of its defenders fled on Colborne's approach, but a resolute few under Doctor Cherrier threw themselves into the stone church of the parish and made a mad but magnificent resistance.
22. Education was spread abroad, railways and canals were built, telegraph and steamship lines were established, common roads began to enlase the wilderness with their civilizing network.

23. Three days later the king informed the House that his brother had left some debts, and that the stores of the navy and ordnance were nearly exhausted.
24. He saw that, if he tarried, the royal cavalry would soon be in his rear and would intercept his retreat.
25. You will laugh when you know where I am gone, and I cannot help laughing myself at your surprise to-morrow as soon as I am missed.
26. I am very glad that you liked her, but when I last saw her she was not very promising.
27. When the tea-things were removed the ladies all rose, and Elizabeth then hoped to speak with her friend.
28. They shook hands with great cordiality, and till her sister came down she had to listen to all he had to say.
29. To the girls who could not listen to their cousin, and who had nothing to do but to wish for an instrument, the interval of waiting appeared very long.
30. Shortly after the incident that I have related she was missed from her seat in the church, and, before I left the neighbourhood, I heard that she had quietly breathed her last, and had gone to rejoin those she loved in that world where sorrow is never known and where friends are never parted.

Combine the following Simple sentences to form Complex ones:

1. A mutiny broke out. All the vigour of Cromwell could hardly quell it.
2. She is singing a tune. It is known by everyone.
3. The province has many rivers. They afford excellent water power.
4. The cat is away. The mice will play.

5. I visited Montreal last summer. I was pleased to be able to see the cathedral.
6. The evening's work was done. He quietly returned home.
7. He was guilty of the crime. The judge knew that perfectly well.
8. The fence was thoroughly whitewashed. There was no doubt of that.
9. I bought a paper from the boy. He could not afterwards be found.
10. The lion is the king of beasts. He is found in Africa.

Combine the following Simple sentences into Compound sentences :

1. The father seats himself at the door of the tent. He smokes a short pipe.
2. In a very few minutes the tent is taken down. The covering is rolled up with the pegs and string. The tent-poles are tied together.
3. Man proposes. God disposes.
4. Thackeray began his career as a painter. He soon abandoned that pursuit for literature.
5. We must conquer our passions. Our passions may conquer us.
6. It is easy to struggle. It is hard to surrender.
7. Clowns are best in their own company. Gentlemen are best everywhere.
8. The day was still. The lake was quite smooth. The trip was made in safety.
9. Some temptations come to the industrious. All temptations attack the idle.
10. Father toils amid the din. Baby sleeps at home.

It is easy to construct compound sentences as a general thing, but you must be careful to avoid uniting unrelated thoughts. A boy was told to form a compound sentence, and this is what he wrote:

Columbus discovered America and I have a sore finger.

Criticise the following:

The mother sat in a low rocking-chair and there were tears in her eyes. Her hands rested listlessly in her lap, and her eldest daughter paced up and down the room, and her brow was marred by an angry frown. The younger daughter stood by the window, and in the corner of the room stood a sewing-machine. Piles of flimsy stuff lay scattered about on the table and there was no carpet on the floor. There was no ceiling overhead, only bare rafters and roof-boards, and there were very few boats visible on the bay.

(Additional exercises on pp. 156-162.)

CHAPTER IX

PUNCTUATION AND SENTENCE-STRUCTURE

37. Marks Within the Sentence.

Punctuation within the sentence is employed for no other purpose than that of indicating the relation between certain members.

A Period is the most usual *terminal* mark of a complete sentence. *Name those less frequently used.* Commas, semi-colons, and colons are used *within* the sentence to indicate its structure.

First let us examine a few compound sentences:

The horse reared and the rider was thrown.

Joybells rang and fountains ran wine.

They are all fire and everyone doth shine.

The games are done and Caesar is returning.

Misfortune could not subdue him and prosperity could not spoil him.

In cases like the above where the clauses are not very long and the connection between them is close, the comma may be omitted.

In the following cases the clauses are somewhat longer and a comma may be used:

The echoes repeated his whistle and shout, but no dog was to be seen.

The morning was passing away, and Rip felt famished for want of his breakfast.

The moon was at the full, and the northern streamers were shining brilliantly.

Peter recollected Rip at once, and corroborated his story in the most satisfactory manner.

The shield hangs not one hundred paces from me, and a blind man could strike it.

Upon this scene of desolation the sun shone with almost intolerable splendour, and all living nature seemed to have hidden itself from the rays.

In such cases, and indeed in most cases, the safest rule to follow is: DO NOT USE A COMMA UNLESS YOU ARE SURE THAT ITS PRESENCE IS NECESSARY TO MAKE THE MEANING CLEARER.

Sentences sometimes go in series, and a series of complete sentences may be placed together in one long

sentence with commas to show a more or less intimate relation between them.

I came, I saw, I conquered.

I will go to the city, call at the bank, get my tickets, and get home at four.

Very frequently semi-colons are used to indicate the relation of the members of a series :

The sparrow twittered about the thatched eaves and budding hedges ; the robin threw a livelier note into his late querulous wintry strain ; and the lark towered away into the bright fleecy cloud, pouring forth torrents of melody.

The last ray of sunshine departed ; the bats began to flit by in the twilight ; the road grew dimmer and dimmer to the view ; and nothing appeared stirring in it but now and then a peasant lagging homeward from his labour.

Meantime the fatted calf had been killed ; the forests had rung with the clamour of the huntsmen ; the kitchen was crowded with good cheer ; the cellars had yielded up whole oceans of Rhein-wein and Ferno-wein ; and even the great Heidelberg tun had been laid under contribution.

His temper was good ; his manners were agreeable ; his natural talents were above mediocrity ; but he was frivolous, false, and cold-hearted.

In punctuation, the pupil should bear in mind the difference between a pair of sentences and a series of three or more. In a series, as we have seen, commas may be used if the clauses are short. *But observe the following :*

Our carriage was overturned. It was soon righted.

Here are two simple sentences, each with its initial capital and its period. Each is grammatically independent of the other, and the punctuation should show this fact. The connection may, however, be close enough to admit of the use of a semi-colon.

Our carriage was overturned ; it was soon righted.

Here is another of the same kind :

It is very warm to-day. The sky is bright.

It may be written :

It is very warm to-day ; the sky is bright.

But the beginner should carefully avoid the error of writing such sentences in the following way :

Our carriage was overturned, it was soon righted.

It is very warm to-day, the sky is bright.

She is a pupil of promise, she is only twelve.

The foundation stone was laid a year ago, the building cost forty thousand.

These four sentences are incorrect. IT IS NEVER SAFE TO USE A COMMA TO SEPARATE TWO REALLY INDEPENDENT SENTENCES. Where there is a series of such clauses, commas will serve to set them off; but where there are only two, it is better to separate them by a period or a semi-colon. When in doubt, the beginner should use the period rather than the semi-colon.

Sometimes a Conjunction may be introduced. In such cases a comma will serve :

Our carriage was overturned, but it was soon righted.

It is very warm to-day, and the sky is bright.

She is a pupil of promise, although she is only twelve.

Next we may consider briefly the punctuation of the complex sentence.

Commas are used in complex sentences to separate the dependent clause from the rest of the sentence :

As Caesar loved me, I weep for him.

Some men of the Horse-guards, who were on watch, heard the report.

As often as a ship struck, the crew of the Victory hurrahed.

When Caliban was lazy, and neglected his work, Ariel would pinch him.

But when the dependent clause comes last and the connection between it and the rest of the sentence is close, the comma may be omitted :

I will come as soon as I can get ready.

He lives wherever he can.

He will remain if he possibly can.

Labour and danger were doomed to intervene ere the horse or horseman reached the desired spot.

Their young men cut neither hair nor beard till they had slain an enemy.

The colon is used in each of the following sentences.
The student will observe carefully the relation between the two members of each :

One thing I know : she is a lady.

This raises a difficult question : can we afford the time?

Of this there can be no doubt : the Stuart kings were a heavy load to carry.

There was trouble ahead in either case : to please one meant to anger the other.

The word is too general : it does not convey a clear image.

The book is disappointing: the plot is weak, and the characters are silly.

Our plan of government is better than theirs: our King is of no party.

In these cases the second member says in a specific way what is more generally expressed in the first.

When the latter of two clauses explains or specifies what is contained in the first, it is proper to use a Colon.

B—THE PARTS OF SPEECH

CHAPTER X

SUBSTANTIVES

38. Classification (a) Nouns.

Compare the Noun *book* with the Noun *John*.

The Noun *book* has two uses. The noun *John* has one.

What are these two uses?

The word *book* points out, or identifies, certain objects. In this use of the word it seems almost as if one were pointing with the finger at the thing. We may call this use of the word its *application*.

The other use of the word *book* is to make us think of certain qualities or properties or features which belong to certain objects. We cannot call a thing by the name *book* unless it possesses certain qualities. Ordinarily we think of a book as having a cover of a definite kind, enclosing a considerable number of pages on which certain words have been printed in such a way that one

may read and understand. This is the *meaning* of the word. Of course, a librarian or a manufacturer of books will use the word with great exactness.

We may be in doubt in some cases as to whether a given object is a book or a pamphlet or a magazine, but ordinarily there is no difficulty in *applying* the word. And the same remark may be made in regard to its *meaning*.

The word *book*, then, has two uses. It *applies* to certain objects, and it suggests a certain *meaning*.

The noun *John* has one use. It is used to distinguish one individual from others. The name *John* is a sort of label, which we use for convenience in referring to certain persons.

Does the name John serve another use? Does it make us think of certain qualities which people of that name possess? In short, does the word John *mean* anything? Like the word *book*, it applies to certain objects. Does it also suggest a meaning?

A Proper Noun is a word which is used as the name of some particular person, animal, or place. It is a person's or thing's own name. It is true that owing to historical associations some names seem more appropriate than others, but speaking broadly a Proper Noun has no meaning. Its use is to identify an individual object.

A Common Noun is a name applied to several things in the same sense. A Common Noun not only applies to things, but also suggests the idea of a group of qualities belonging to the things.

Examine the following :

He is simply a Shylock.

Some mute, inglorious Milton.

He was the Homer of his age.

A Goliath in stature.

It is clear that these words Shylock, Homer, etc., are not used as mere labels to distinguish one individual from others. The speaker is thinking of certain qualities which the individual possesses and which place him in a class. Are these nouns to be classed as proper, or common?

Some Common Nouns are used distributively; others collectively. That is, one noun may apply to each member of a group separately; while another may apply to a group taken as a whole. The common noun used distributively is called a *Class Name*; used collectively, it is called a *Collective Noun*.

Boy is a class Name. It is applicable to every individual member of a class.

Virtue is a class Name. Every instance of a certain kind of action comes within this class. Sleep is a class Name. There are many kinds of sleep.

Mob is a Collective Noun. It is applicable to a group taken not as individuals, but as a whole.

Class names may be *Concrete*, that is, they may apply to objects that we can see, hear, or touch, as boy, house, pen, horse.

Class names may be *Abstract*. Abstract Nouns are names of qualities, actions, or states, as virtue, sleep, patience, growth.

The pupil will classify the Nouns in the following:

The Queen of Sheba had heard of the wisdom of Solomon.

The man's goodness of heart atoned for the awkwardness of his manner.

A troop of urchins followed Rip about the village.

The Solons of that parliament passed several laws relating to trade.

(b) Pronouns.

A Pronoun denotes or points out a person, place, or thing without actually naming it. Since the Pronoun stands instead of a Noun it follows that a Pronoun has no fixed meaning of its own. The Noun *book*, or *horse* has an invariable meaning. The Pronoun derives its meaning from the Noun. The Pronoun *it* or *he* or *those* may carry any one of a thousand meanings.

(a) We have already mentioned the Personal Pronouns (page 29). There are three classes of these:

Personal Pronouns of the First Person. They are used when a person speaks of himself either singly or in conjunction with others, without mentioning names.

Personal Pronouns of the Second Person. They are used when we speak of a person spoken to: thou, ye or you.

Personal Pronouns of the Third Person. They are used to denote the person spoken of: he, she, it, they.

Certain forms of the Personal Pronouns are used only in poetry or elevated prose, and in the solemn language of worship. Name the Pronouns so used.

Ordinarily *you*, *your*, and *yours* are employed in the singular as well as in the plural. It is important to notice, however, that although the sense of the word *you* may be singular, nevertheless, when used as the subject of a sentence it always requires the plural form of the verb. *You were my friend*, not *you was my friend*. Here *you* is plural in form though singular in meaning.

(b) *This, that, these, those* form a class of Pronouns which point definitely at something or somebody. They are used for nouns which have already been employed.

There are many flowers in the garden. *This* is a rose, *that* is a lily; *these* are sweet peas, *those* are asters.

These Pronouns are called DEMONSTRATIVES.

(c) *Each, every, either, neither, both, none, any, all, such, some, few, other, another, each other, one another.* These also point out objects, but less definitely than the Demonstratives. They are called INDEFINITE PRONOUNS.

(d) *Myself, ourselves, yourself, yourselves, himself, herself, itself, themselves, oneself* are called REFLEXIVE PRONOUNS. Why?

(e) The Complex sentences which we examined in some of the previous exercises contained another type of Pronoun.

This is the book *which* contains so many beautiful poems.

The general *who* commanded the army at that time was incompetent.

Construct similar Complex sentences using *what, that, and as*.

The Pronoun *which* not only stands for its antecedent *book*, but also *connects* the subordinate clause *which contains so many beautiful poems* with that word.

These five Pronouns, when so used, are called CONJUNCTIVE PRONOUNS. They are also called Relative Pronouns.

The forms of *who* are as follows:

	SINGULAR.	PLURAL.
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom

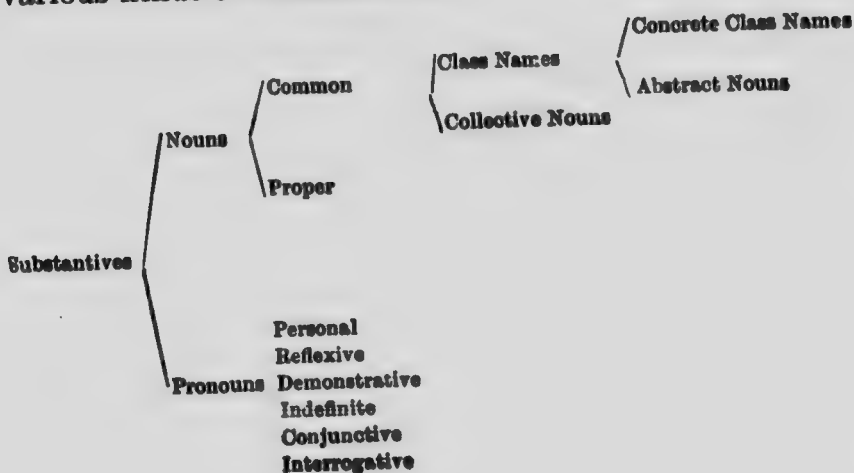
What, which, that, and as have no other forms.

Observe that the Conjunctive Pronoun *that* is used of persons and things; *who* is used of persons only; and *which* of things.

Observe also the restrictive force of *that*. The sentence, *The minister that sat at the head of the table*, suggests that there were other ministers present. One could not say *The Prime Minister that sat at the head of the table* unless there were more than one Prime Minister present. Which is correct: *My mother who is abroad is ill*; or *My mother that is abroad is ill*?

(f) *Who, which, and what* when used in asking questions are called INTERROGATIVES.

The following table serves to exhibit fairly well the various kinds of substantives:



39. Inflection.**NUMBER.**

Number in Nouns is a difference in form which shows whether we are speaking of one thing or more than one. The SINGULAR NUMBER is used when we speak of *one* of the things for which the Noun stands: as house, child, boy. The PLURAL NUMBER is used when we speak of more than one of that for which the Noun stands: as houses, children, boys.

There are three ways of forming the Plural:

(a) By adding the syllable *es* or the single letter *s* where pronunciation admits of it: gas, gases; witch, witches; box, boxes; and tub, tubs; boy, boys; bear, bears.

(b) By adding *en*: as in ox, oxen; brother, brethren.

(c) By changing the vowel sound of the word: as in goose, geese; mouse, mice; man, men.

Certain words have the same form for both numbers: as deer, grouse, sheep.

Some Nouns have no Singular form: as measles, scissors, riches, antipodes, billiards, banns, tongs, politics, mathematics, etc.

Certain foreign words retain their own proper Plurals: as genus, genera.

A list of such words is given in the Appendix.

The pupil will make a list of Pronouns (a) used only for singular nouns; (b) used only for nouns in the plural; (c) used both for singular and for plural nouns.

GENDER.

The grammatical distinction of Gender corresponds to the natural division of living beings into two sexes. The names of beings of the male sex are said to be **MASCULINE NOUNS** or Nouns of the **MASCULINE GENDER**; and the names of beings of the female sex are called **FEMININE NOUNS**, or Nouns of the **FEMININE GENDER**. Things without life are not of either sex, and the name of anything without life is called a **NEUTER NOUN**, or a Noun of the **NEUTER GENDER**.

There are three ways of distinguishing Gender:

- (a) By different words: as father, mother, uncle, aunt,
- (b) By inflection: as governor, governess, hero, heroine, fox, vixen.
- (c) By prefixing a Masculine or Feminine Noun or Pronoun: as man-servant, maid-servant, he-goat, she-goat.

A list of words belonging to these classes is given in the Appendix.

Things without life are sometimes personified, or spoken of as if they were living beings and therefore possessed of masculine or feminine qualities. *Which of the following would be considered as Masculine, and which as Feminine, when the thing referred to was personified?*

The sun, winter, spring, war, a ship, a country, night, nature, anger, mercy, poetry, the north wind, the moon, a flower, the earth.

CASE.

Before dealing with the Noun it will be convenient to notice the case forms of the Pronoun.

Case is the form in which a Pronoun is used in order to show its relation to some other word in the sentence.

There are three Cases: the NOMINATIVE, the POSSESSIVE, and the OBJECTIVE.

	SINGULAR.	PLURAL.
Nominative	I	we
Possessive	mine or my	ours or our
Objective	me	us

Corresponding to this a table may be constructed for the Noun:

	SINGULAR.	PLURAL.
Nominative	man	men
Possessive	man's	men's
Objective	man	men

Observe that in the Noun the only change of form is in the "Possessive." The Nominative and the Objective are the same in form.

The form of the Pronoun indicates its relation in the sentence. The form of the Noun affords no clue to determine its relation, as *Subject* of a sentence (The man went home), as *Object* of a verb (I saw the man), or as governed by a preposition (John walked with the man). The position of the word indicates its relation in these instances.

In the sentence *John's hat is lost* the word *John's* is a qualifier or attribute of the word *hat*. The form of the word *John's* indicates its relation. It is spoken of as the Possessive form. The term Possessive is sometimes

misleading, however, as may be seen in the following examples: a day's journey, the King's reign.

As far as the Noun is concerned, then, when we speak of the Nominative and Objective *cases* we mean the *relation* in which the Noun stands to some other word in the sentence. The "Possessive" is a *form* which *shows* the relation of the word in the sentence.

In strictness, the Possessive forms of the Pronoun, *my*, *thy*, *your*, *our*, *his*, and the rest should be regarded as Adjectives. It is true that they stand instead of Nouns, but it is also true that their work in the sentence is to qualify Nouns.

40. Syntax.

Sentences, as we have seen, may be short and simple, or they may be long and complex. Sometimes it is comparatively easy, sometimes it is difficult to explain exactly the relation of a given part or member to the other words in the sentence. Certain words are more closely related than others. There are three ways in which the members of a sentence may be related to each other. One word may be said to agree with another. This relation is called AGREEMENT. One word may be said to govern another. This relation is called GOVERNMENT. One word precedes or follows another. This relation is position or ORDER. These relations are called syntactical relations. That part of grammar which deals with these relations is called SYNTAX.

My brother is helping me. John saw James.

My brother is singular, and the verb is singular. This is an example of *Agreement*.

Me is objective case after the verb. This is an example of *Government*.

If you change the order of the words in the second sentence you will soon find yourself in doubt as to what is meant. This is an example of how the grammatical relation of words is indicated by their *Order* in the sentence.

Examine the following sentences :

The man ran away.

John walked with the man.

You are the man.

John's hat was blown off.

John saw the man.

Attributes	Subject.	Predicate.	Complement.	Object.	Adverbial Modifiers.
the	man	ran			away.
	you	are	the man		
	John	saw		the man	
	John	walked			with the man.
John's	hat	was blown			off.

The principal uses of the Noun are clearly seen in this analysis. It may be used :

as the subject of a verb ;

as a complement ;

as the object of a verb ;

as the object of a preposition ;

in its "possessive" form as a qualifier.

Observe also the following :

Jones, the baker, entered the room.

Smith, the banker, entered with him.

Milton, the poet, was blind.

He wrote a letter to his friend, the Captain.

When two substantives denoting the same person or thing stand together in the same part of a sentence (subject or predicate), the second is called an Appositive, or a Noun in Apposition. This Appositive qualifies or describes the Noun as an adjective would do. *Baker* is in apposition with *Jones*; *banker* with *Smith*; *poet* with *Milton*; *Captain* with *friend*.

Observe the following :

Friend, go thou and do likewise.

Dora, where do you live?

Father, I am happy to see you.

It is important to notice that in this use of the Noun it is independent of any verb. It is no part either of the subject or of the predicate. A Noun, thus used for the purpose of addressing a person directly and not connected with any verb, may be called the Vocative, or Nominative of Address.

Examine also these sentences :

The storm over, we ventured out.

Both hands numb with cold, he retired.

Night coming on, the traveller sought refuge from the storm.

The rain having ceased, the day was delightful.

His friends having suggested the step, the officer resigned.

Each of the italicised members is a modifier and each contains a noun: the *storm* over; both *hands* numb with cold; *night* coming on; the *rain* having ceased; his *friends* having suggested the step.

The nouns *storm*, *hands*, *night*, *rain*, *friends* are used in each case as part of a phrase which expresses the time, cause, or circumstances of an action. Not one of these nouns is used here as the subject of a sentence.

A Noun thus used is called the Nominative Absolute.

Examine also the following:

He gave John a book.

There are two Nouns here, both of them Objects of the verb *gave*.

Such verbs as *give*, *bring*, *fetch*, *grant*, *refuse*, *tell*, *pay*, *lend*, *sell*, *show*, *spare*, and the like may have two objects.

Construct sentences with these verbs.

In order to distinguish these two objects, one is called the DIRECT, the other the INDIRECT Object of the Verb. In the above sentence *book* is the DIRECT, and *John* the INDIRECT Object of the Verb *gave*.

Analyse the following sentences:

He went to work. You are he. John saw him. John went with him. His hat was lost. The General gave him great praise. We sail in May. These are they. The man drank it. Mary will go with you. Our street is dusty. Mother told her a pleasant tale

Show that these uses of the Pronoun correspond to those of the Noun.

AGREEMENT.

Pronouns agree in number, gender, and person with the Noun for which they stand.

Where are the boys? *They* are in the garden.

Where is your sister? *She* is in the house.

Thou art he *who* has commanded us.

Construct other sentences to show the agreement of a Pronoun with its Noun.

The verb *be* takes the same case after it as before it:
I am *he*; who are *they*?

GOVERNMENT.

The case of the Pronoun is determined by its relation in its own sentence as subject, object, or attribute.

The pupil will construct sentences to show that the case of the pronoun is so determined.

ORDER.

The *usual* order of substantives in the sentence is:
1. Subject; 2. Verb; 3. Object; (a) Indirect, (b) direct.

Write three examples of each of the various uses (a) of the Noun, (b) of the Pronoun; as Subject, as Complement, as Direct Object of the Verb, as Indirect Object, as governed by a Preposition, as Qualifier in the Possessive form, and as Absolute Nominative.

The relative position of Pronouns of different persons when coupled together must be noticed. In the Singular the Second person comes before the First or Third (You and I, you and he), but the Third comes before the First (he and I). In the Plural *we* comes first, *you* second, and *they* third.

41. Parsing.

We analyse sentences. We parse the separate words. In order to parse the words properly we must first be able to analyse the sentence itself. Parsing consists of setting down in detail the result of the analysis of the sentence. The analysis shows the relations of the various parts of the sentence. In addition to this something must be said about the class to which the word belongs, and its inflections, if it has any. To parse a word, then, is to mention its classification, its inflection, and its relation in a sentence.

THE PARSING OF SUBSTANTIVES.—THE NOUN.

As we have seen, the Noun is practically without inflection, therefore the parsing of the Noun will comprise a statement of its **KIND** (proper, common, etc.) and of its **RELATION** in the sentence.

A PLAN FOR PARSING.

Parse the Nouns in the sentence :

John gave the boy a book to read to the class.

Word.	Class.	Grammatical Relation.
John :	Noun, proper ;	Subject of the verb "gave."
boy :	Noun, common, class name ;	Indirect object of "gave."
book :	Noun, common, class name ;	Direct object of "gave."
class :	Noun, collective ;	Object of the preposition "to."

Sometimes the Number and Gender are given, but this is not often necessary. The possibility of mistake is very slight in most cases.

THE PARSING OF THE PRONOUN.

Parse the Pronouns in the following:

He says that this is one of the best books that have appeared this season.

I visited the old lady whom you mentioned.

Word.	Class.	Form.	Grammatical Relation.
He :	Pronoun, Third Personal,	Singular, Masculine ; Nominative,	Subject of verb "says."
this :	Pronoun, Demonstrative,	Singular, Neuter ; Nominative,	Subject of the sentence.
one :	Pronoun, Indefinite,	Singular, Neuter ; Nominative,	Complement of verb "is."
that :	Pronoun, Conjunctive,	Plural, Neuter ; Nominative,	Subject of verb "have appeared."
I :	Pronoun, First Personal,	Singular ; Nominative,	Subject of verb "visited."
whom :	Pronoun, Conjunctive.	Singular, Feminine ; Objective,	Object of verb "mentioned."
you :	Pronoun, Second Personal,	Plural ; Nominative,	Subject of verb "mentioned."

The pupil will observe that *he* is singular, masculine, and nominative in its form ; whereas *this*, *one*, and *that* are said to be neuter on account of their reference. *That* is called plural, and *whom* singular and feminine for the same reason. There is nothing in the form of *that* or *whom* to indicate number, nor in any of these pronouns, except *he*, to indicate gender. *You* is plural in form though not always in meaning.

A full statement like the preceding may not be regarded as absolutely necessary. The following briefer form contains the essentials:

The man who told me the story heard it on the street.

Word	Class.	Form.	Grammatical Relation.
who:	Pronoun, Conjunctive ;	Nominative case,	Subject of verb "told."
me:	Pronoun, First Personal ;	Objective case,	Indirect object of "told."
it:	Pronoun, Third Personal ;	Objective case,	Object of "heard."

The pupil is advised that in parsing it is better in any case to write out the technical terms in full than to abbreviate them unduly. If he uses abbreviations he should make sure that they are intelligible.

Parse all the Nouns and Pronouns in the following:

I hope you will visit us. We shall expect you in the early autumn. Harvest over, one has time for a visit. Harry, whom you met in Montreal, lives with us. He will meet you at the station. We have a large gang of workmen on the ranch. Ching, the old cook, is still with us.

(For further exercises see Exercise No. IV, p. 155.)

CHAPTER XI

THE QUALIFYING WORDS

42. Classification.

The Adjective was spoken of as a word that goes with a Noun. This account is sufficient to enable the learner to *identify* an adjective, but it will be necessary to define the term accurately.

Compare the following :

town.

western seaport town.

seaport town.

large western seaport town.

The Noun *town* applies to every one of a very large number of things. The term *seaport town* clearly applies to a smaller number of things. The term *western seaport town* applies to a still smaller number. We can limit the number still further by adding the word *large*—large western seaport town. This process of modifying the application of the noun may be carried on until the number of things referred to is very small indeed. The word *town* applies to many places; the term *large western seaport town* applies to very few; the application of the noun has been modified by the adjectives.

An Adjective, then, is a word which goes with a Noun to modify the extent of its application, or more briefly, to modify its application.

The Adverb was spoken of as a word that goes with the verb. Most verbs denote an action, and it is plain that the word denoting the action may be used in its full extent, or it may be modified, and its application changed.

Thus we may speak of running *slowly* or *rapidly*, or *here* or *there*, or *now* or *then*, or *much* or *little*; and on the other hand, we may speak of running without modifying in any way the application of the verb.

An Adverb is a word which goes with a verb to modify its application.

Many Adjectives and Adverbs admit of degrees of comparison. That is to say, the modifying words *larger* and *largest* express different degrees of the quality that is expressed by the word *large*. So, the adverbs *sooner* and *soonest* express different degrees of the idea conveyed by the word *soon*.

In many cases these different degrees are expressed by prefixing the words *more* and *most* to the adjective or adverb as the case may be; and we have the expressions *a beautiful flower*, *a more beautiful flower*, *the most beautiful flower*. *John ran swiftly*, *Henry ran more swiftly*, *William ran most swiftly*.

In addition to the three degrees mentioned there are other degrees of the quality indicated by the Adjective or Adverb as well as a considerable variety of species or sub-classes of the quality. The scale of degrees may run from the simple and positive degree of the adjective *cold* to the highest or superlative *coldest* through the general comparative *colder*, or through the qualified comparatives *perceptibly colder*, *slightly colder*, *much colder*, etc. The positive degree itself may run through a similar course of qualification. We may have the terms *rather cold*, *quite cold*, *unmistakably cold*, *very cold*, *extremely cold* as well as the positive *cold*. So

with Adverbs: we say *quickly, rather quickly, very quickly*; as well as *more quickly* and *most quickly*.

Varieties of the quality may be expressed as follows: *bitterly cold, pleasantly cold, unpleasantly cold, piercingly cold, miserably cold, horribly cold*, etc. We may therefore extend our definition of the Adverb. It adds to the meaning and modifies the application, not only of a Verb, but also of an Adjective, or of another Adverb.

It would be difficult to name all the possible degrees of comparison of Adjectives and Adverbs, and hence three degrees only are taken, a Positive degree: *good, strong, beautiful, rapidly, slowly, soon*; Comparative: *better, stronger, more beautiful, more rapidly, more slowly, sooner*; Superlative: *best, strongest, most beautiful, most slowly, soonest*.

A list of Adjectives and Adverbs irregularly compared is given in the Appendix.

CLASSIFICATION OF ADJECTIVES.

It is plain that such Adjectives as *tall, clever, strong, bright, brittle, red* (answering the question, what sort?) belong in a class by themselves; that *one, two, ten, any, many, much, all, each, every, either, both, neither* (answering the question, how many? or how much?) form another class; and that the Articles *a, an, and the*, along with *this, that, these, those*, the Possessives *my, his, our*, etc., and the Ordinals, *first, second, third*, etc., (answering the question which?) go together to form a third group.

The terms QUALITATIVE, QUANTITATIVE, and DEMONSTRATIVE serve to distinguish these classes.

CLASSIFICATION OF ADVERBS.

Examine the Adverbs in the following :

He goes there very often.

He reads far too carelessly.

He came ashore quickly.

Thereby hangs a tale.

Hard by a cottage chimney smokes.

The trees whispered soft and low.

Never was he so easily defeated.

Slowly and sadly we laid him down.

So strode he back slow to the wounded king.

Here we have a far deeper question.

Stay yet awhile ; speak to me once again.

All Adverbs may be classified on the basis of *meaning*. It is clear that such Adverbs as *now, then, to-day, to-morrow*, belong in a different class from such as *here, there, hither, thither, thence*. Such Adverbs as *very, almost, quite, entirely, too*, belong in a class different from either. *Quickly, slowly, better, worse, well, ill,—these, again*, differ from all the others.

Apparently the most important kinds of Adverbs are Adverbs of Time, of Place, of Degree and of Manner.

Classify the Adverbs in the following :

Slowly the boat floated along. Up rose the golden morning. The post was so gallantly defended that the enemy soon withdrew. We seldom or never see you now. Sometimes we went there to walk quietly about. Farther and farther the light receded, which had guided him so faithfully and so long.

43. Syntax.

The Adjectives *this*, *that*, *these*, and *those* agree in number with the Nouns they qualify. But inflections marking gender and case have entirely disappeared from the Adjective, and the Demonstratives are the only Adjectives with inflections to indicate number. We need not, therefore, consider the question of agreement between Adjective and Noun. It is worth while, however, to warn the pupil to avoid such expressions as *those sort of people*, *these kind of boots*.

ORDER.

The expressions: *the red rose*, and *the rose is red* furnish type examples of the use of the adjective. In both cases the adjective *red* qualifies the noun *rose*. The two may be distinguished by calling the former an attributive and the latter a predicate adjective, or a complement.

The Adjective used attributively usually precedes the Noun in ordinary prose. In poetical language an inverted order is frequently used. The pupil may furnish examples.

The Predicate Adjective follows the verb ordinarily, though it may be placed in the beginning in solemn or poetical language. *Blessed are the meek*. *Great is Diana of the Ephesians*. Give other examples.

Since the use of the Adverb is to modify some other word, care must always be taken to give it such a position in the sentence that there can be no doubt as to which word or words it is intended to modify.

What exactly is meant in the following?

John can work in the morning only.

John can only work in the morning.

Only John can work in the morning.

Frequently, however, an Adverb may be shifted about in a sentence without changing its grammatical force.

Such expressions as "*to completely over me*," "*to thoroughly examine*," "*to wholly misunderstand*," are to be avoided wherever possible.

44. Parsing.

Parse the Adjectives and Adverbs in the following:

Strong was the soul of the warrior and brightly flashed his keen broadsword. Soon, too soon, the enemy fled.

Word.	Class.	Grammatical Relation.
Strong :	Adjective, Qualitative,	Predicate, describing "soul."
the :	Adjective, Demonstrative,	pointing out "warrior."
brightly :	Adverb, of Manner,	modifying "flashed."
keen :	Adjective, Qualitative,	qualifying "broadsword."
soon :	Adverb, of Time,	modifying "fled."
too :	Adverb, of Degree,	modifying "soon."

(Additional material for parsing will be found in Exercise III, page 152.)

CHAPTER XII

THE VERB

45. Classification.—STRONG AND WEAK VERBS.

Compare the following verbs:

PRESENT TENSE.	PAST TENSE.	PRESENT TENSE.	PAST TENSE.
(a) mend	mended	(b) arise	arose
kill	killed	draw	drew
love	loved	slay	slew
dwelt	dwelt	sink	sank
bend	bent	win	won

In the first group the Past Tense is formed by adding *d* or *ed* or *t* to the Present Tense. Verbs which form the Past Tense *by an external change*, the addition of a letter or a syllable to the stem, belong in a class by themselves. They are called **WEAK VERBS**.

In the second group the Past Tense is formed, not by an addition to the word, but by a change in the vowel-sound of the root. Verbs which form the Past Tense simply by an *internal change*, are known as **STRONG VERBS**. This class includes the most commonly used and the oldest Verbs in the language, and is sometimes called the **OLD CONJUGATION**.

It has already been said that when we know the Principal Parts, that is, the Present Tense, the Past Tense, and the Past Participle of a Verb, we can readily construct any form we may require. A list of Strong and Weak Verbs is given in the Appendix. Meantime the Principal Parts of some of each kind are given here.

VERBS OF THE STRONG CONJUGATION.

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
arise	arose	arisen
blow	blew	blown
draw	drew	drawn
drink	drank	drunk
lie	lay	lain
ring	rang	rung
strive	strove	striven
wear	wore	worn
win	won	won
wring	wrung	wrung

VERBS OF THE WEAK CONJUGATION.

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
bend	bent	bent
bereave	bereft	bereft
catch	caught	caught
dream	dreamed	dreamed
lay	laid	laid
speed	sped	sped
work	wrought	wrought

CLASSIFICATION--TRANSITIVE AND INTRANSITIVE.

Change to the Passive form :

He strikes the ball.

John drives the black horses.

The children understood the lesson.

Change to the Active form :

The cab was drawn by four horses.

The door will be opened by the porter.

A large stone was moved by the engineers.

Among the following sentences there are some which can be changed to the Passive form and some which cannot be so changed. *Distinguish these :*

He sat by the window hour after hour.

The fellow soon ran away.

The swift skiff soon overtook the raft.

He vanished in the distance.

The little lad slept soundly.

The prisoner stole a watch.

The sun melted the ice.

The parents rejoice in the success of the boy.

In the sentences which do not admit of being changed to the Passive form there is no Object. The verb in such cases expresses either a state or condition, or else an action which is not directed towards an object; and is called INTRANSITIVE.

In the sentences which admit of being changed to the Passive form there is an Object. Name the objects in the sentences above. The verb in these sentences indicates an action directed towards some object; and is therefore called TRANSITIVE.

Bear in mind that a verb is called Transitive or Intransitive according to its use in a given sentence.

Observe the following :

The little lad shook with terror.

The little lad shook the tree.

It is clear that the verb *shook* in the first sentence is intransitive and that the verb *shook* in the second sentence is transitive.

Make pairs of sentences to show that the following words may be used both as intransitive and as transitive verbs: *sink, speak, return, break, open.*

46. Inflection.

VOICE.

We have observed in this and previous exercises (p. 25) the difference between Active and Passive forms of sentences.

The sentences: *The cat killed the mouse, and John struck the table* are Active forms; and the sentences: *The mouse was killed by the cat, and The table was struck by John* are Passive forms.

The pupil will see that the sentence in which the doer of the action is the subject is called an Active form. The verb then is said to be in the Active Voice. The sentence in which the object of the action is the subject is called a Passive form; and the verb is said to be in the Passive Voice.

It is plain that Voice is a form which concerns Transitive verbs, since none but Transitive verbs take an object. We may say, therefore, that a Transitive verb is in the Active Voice when the subject of it is the doer of the action, and in the Passive Voice when the subject is the receiver of the action.

Examine these sentences :

The cab was drawn by four horses.

The tree was shaken by the wind.

The carriage is driven by a young lady.

Give the principal parts of the Verbs: *draw, shake and drive.* What part of the verb is *drawn? shaken? driven?*

Observe that in the Passive Voice some part of the Auxiliary verb *be* (is, am, are, were, etc.), is used along with the past participle of a verb.

Indicate the Voice of the Verbs in the following :

He will be assisted by his friends.

The town was captured by the Turks.

The Eskimo hunt the walrus.

Our team is discouraged by its defeat.

The police dispersed the rioters.

MOOD.

Compare the following :

- | | | |
|---|---|------------------------------|
| 1. He is here. | O that he were here ! | Come here. |
| 2. I will write him a letter. | If he were here, I would ask him. | Put the question in writing. |
| 3. He has fallen. | I will help him lest he fall. | Go to his assistance. |
| 4. Thy will is done. | Thy will be done. | Do your duty. |
| 5. Angels and ministers of grace are defending us | Angels and ministers of grace, defend us. | Defend yourself. |

Observe that every sentence of the first column expresses a fact. Those in the second column express a supposition, or a purpose, or a desire that some imagined event may become real. Those in the third column represent something as commanded.

In the first series we are speaking of events as they actually happen. In the next we are speaking of the events as possible or desirable. In the third we are speaking of the events as commanded.

There are, then, three ways or modes of representing a circumstance or an event: as a *fact*, as a *supposition*, and as a *command*.

Classify the following as representing facts, suppositions, or commands:

The men waited for an answer. If the Japanese had been defeated, Russia would have seized Corea. Finish your work. May you be happy. Cease to do evil. If wishes were horses, beggars would ride. Come to the sunset tree. Had he considered the matter the result would have been different. The day is done. If Peel were alive, he would be astonished.

The Verb in a sentence which represents a circumstance or an event as a fact is said to be in the **INDICATIVE MOOD**.

In a sentence which represents something as a supposition, the Verb is in the **SUBJUNCTIVE MOOD**.

When the sentence expresses a command, the Verb is in the **IMPERATIVE MOOD**.

TENSE.

Compare the following sentences:

The wind blows; John runs; May walks.

The wind blew; John ran; May walked.

The student has already become acquainted with these forms of the Verb. What exactly is the difference between *blow* and *blew*, or between *runs* and *ran*, or between *walks* and *walked*? It is a difference in form which indicates a difference in the *time of the action*. It is not difficult to distinguish between the time referred

to by such pairs of Verbs as come, came; sing, sang; find, found; dwell, dwelt.

This distinction of time is called TENSE; and as every action must take place at the present time, in past time, or in future time, Verbs have distinction of Tense to denote Present, Past and Future.

A Verb in the Present Tense, I *walk*, refers to the Present time.

A Verb in the Past Tense, I *walked*, refers to Past time.

A Verb in the Future Tense, I *shall walk*, refers to Future time.

Classify the following as expressing Present, Past, and Future time :

He is writing; he will have written; he had written; he has written; he will be writing; he was writing.

These verb-forms express *something more* than the time of the action. They give us information about the time as present, past or future. But they do more than that. *Observe the difference between :*

He is writing, *and* he has written.

Both refer to Present time; but the former represents the action as going on, and the latter represents the action as complete or finished, or perfect.

Compare :

He was writing.

He had written.

He will be writing.

He will have written.

Here again we have the contrast between incomplete action and completed action.

Observe the following: *he writes*; *he wrote*; *he will write*. In these sentences the time of the action is clear, but the question of the completeness or incompleteness of the action is left undecided or indefinite.

We have, therefore, three ways of describing an action: we may represent it as going on at the time referred to; or we may represent the action as complete or finished at the time referred to; or we may leave the question of completeness indefinite. This makes in all nine Tenses. They are called Primary Tenses, and may be exhibited in a Table.

TIME.	IMPERFECT.	PERFECT.	INDEFINITE.
Present	I am writing	I have written	I write
Past	I was writing	I had written	I wrote
Future	I shall be writing	I shall have written	I shall write

Give the Tense of the Verbs in the following sentences:

With early dawn Lord Marmion rose.

Hast thou ever seen the holly tree?

Shall you have finished soon?

A weary time has passed.

I shall have finished by noon.

They had already broken their fast.

They will be galloping into the park in a few minutes.

In addition to the Primary Tenses there are three Secondary forms known by the name of Perfect Progressive Tenses:

Present Perfect Progressive: I have been writing.

Past Perfect Progressive: I had been writing.

Future Perfect Progressive: I shall have been writing.

The Auxiliary *do* is used in the Present and Past Indefinite Tenses, sometimes, simply to replace the Present and Past Indefinite.

You all do know this mantle.

They did set bread before him and he did eat.

It is sometimes used for emphasis :

The horses *do* travel. It *did* rain.

It is also used in Interrogative and in Negative sentences :

Do you hear me ? He *does* not hear.

(See Exercise VI, page 155.)

NUMBER AND PERSON.

We have already seen that the Verb, like the Noun, has two numbers, singular and plural (p. 21).

We have also distinguished Pronouns of the First Person, Pronouns of the Second Person, and Pronouns of the Third Person. In Verbs a corresponding distinction is made. A Verb which agrees with a Subject in the First Person, is said to be in the First Person ; a Verb which agrees with a Subject in the Second Person is said to be in the Second Person ; and so for the Third Person.

Tell the Number and Person of the Verbs in the following sentences :

He is gone. We were told to remain until you came.
Are you angry ? It is unfortunate. I cannot help it.
They have their reward. Knowledge comes but wisdom lingers.

OTHER FORMS OF THE VERB.

Observe the italicised words in the following :

To drive a nail straight is sometimes difficult. *To obey* is better than sacrifice. *Learning* a foreign language requires patience. *Leaving* the open road we turned off into the woods. *Joining* with the crowd he was soon out of sight. *Crying* with rage the lad rushed at his assailant. *To err* is human. *Walking* is a pleasant exercise. He likes *reading*. He likes *playing* billiards. They like *to skate*. *Mixing* mortar is hard work.

Analyse these sentences, noting particularly the work of the italicised words. It is evident that they are all verbs, since they all express action. The student will also notice that certain of them are participles, which, as we learned on page 39, are at once verbs and adjectives, and may be called Verbal Adjectives.

The pupil will now classify the italicised words. This should not prove a difficult task since we already know one of the classes, namely, the Participle. These words are to be classified on the basis of their use in the sentence. We know of course that they are verbs, but what we desire to find out is what additional work they do.

The Participles, clearly, are *leaving* which qualifies *we*; *joining* which qualifies *he*; and *crying* which qualifies *lad*.

To drive, *to obey*, *to err*, *leaving*, *walking* are evidently the *subjects* in their respective sentences. *To read*, *reading*, *playing*,—these are evidently *objects* in their respective sentences. It is quite plain that

these words since they are used as subjects and objects are doing the same work, that of the Noun.

What difference do you observe in the form of these words, which as we have seen are at once verbs and nouns?

The *Present Participle*, as we have already learned, ends in *ing* and is at once a Verb and an Adjective.

The other words ending in *ing* and doing the work of a Verb and a Noun are called *Gerunds*.

The words *to drive*, *to obey*, *to err*, *to read*, are called INFINITIVES. In these sentences they do the work of a Noun as well as that of a Verb.

Select the Infinitives, Gerunds, and Participles in the following :

They love to see the flaming forge.

He likes studying mathematics.

To give prizes encourages hard work.

They refuse to play.

The spider, spinning his web, attracted the attention of Bruce.

Cracking nuts injures the teeth.

I recollect throwing it away.

His mother, hearing the noise, rushed in.

The regiment, moving rapidly forward, occupied the hill.

Observe another use of the Infinitive. It may be used as a Noun, as in the previous sentences. It may also be used for another purpose. *What is its work in the following sentences?*

He came to see me.

We are anxious to go.

We go to school *to learn*.

The lawyer rose *to address* the court.

He was quick *to see* the point.

He was willing *to try* anything.

A charge *to keep* I have.

Here is a house *to let*.

Note carefully the connection of these Infinitives: came to see; anxious to go; go to learn; rose to address; quick to see; willing to try; charge to keep; house to let.

An Infinitive then may be used as a Noun, or as an Adverb, or as an Adjective.

The three Verb-forms, namely, the Infinitives, the Gerund, and the Participle are in a class by themselves. They denote actions without reference to number, person, or time.

When an action is *restricted* or *limited* in respect to person or number as when we say: *He walks* (third person, singular number); *We are walking* (first person, plural); the verb is said to be **FINITE**. When an action is unrestricted and unlimited in these respects, as in the expressions *to walk*, *walking*, such forms are said to belong to the **NON-FINITE VERB** or *Infinite Verb*.

The word *to* is very often found with the Infinitive, but is sometimes omitted. I bade him *go*. He saw it *move*. They made him *come*. Let them *sleep*. It is not used after *must*, *can*, *dare*, *let*, *bid*, *make*, *see*, *hear*, *feel*, *need*; nor after the auxiliaries, *shall*, *will*, *may*, *do*.

(For additional material see Exercise IX, page 170.)

CONJUGATION OF A VERB.

All the forms of the verb used to indicate Voice, Mood, Tense, Number, and Person may be set out together in order; and such a collection of inflections and combinations is called a Conjugation. As an example take a few of the forms of the verb *smite*.

INDICATIVE MOOD.

Active Voice.

PRESENT INDEFINITE.		PRESENT PERFECT.	
Singular.	Plural.	Singular.	Plural.
1st. I smite	We smite	I have smitten	We have smitten
2nd. Thou smitest	You smite	Thou hast smitten	You have smitten
3rd. He smites	They smite	He has smitten	They have smitten

PRESENT IMPERFECT.

PRESENT PERFECT OF CONTINUED ACTION.

Singular.	Plural.	Singular.	Plural.
1st. I am smiting	We are smiting	I have been smiting	We have been smiting
2nd. Thou, etc.	etc.	etc.	etc.

FUTURE INDEFINITE.

FUTURE PERFECT.

Singular.	Plural.	Singular.	Plural.
1st. I shall smite	We shall smite	I sh ^d have smitten	We shall have smitten

Passive Voice.

PRESENT INDEFINITE TENSE.

PRESENT PERFECT TENSE.

Singular.	Plural.	Singular.	Plural.
1st. I am smitten	We are smitten	I have been smitten	We have been smitten

The student should try his hand at constructing the remaining forms without consulting the tables which are given in full in the Appendix. In the meantime the foregoing indicates the method of conjugating the verb.

AUXILIARIES.

The student will observe that the distinctions of Voice, Mood and Tense are marked by means of *endings*, and by the help of auxiliaries.

Our language was at one time well supplied with endings, but at present there are not many left. In the simple tenses of the finite verb there are *est*, and *s*, *thinkest*, *thinks*; *strikest* and *strikes*; and in the participles and gerunds we have *ing* and *en*, *thinking* and *stricken*.

In the compound tenses auxiliaries are used. Examine the complete plan of conjugation of a Verb and write down the verb-phrases of the Compound Tenses: such as *am smiting*, *shall have been smiting*, etc.

The Auxiliary verbs, those which are thus used in the formation of compound tenses of the verb, are as follows: *be*, *have*, *shall*, *will*, *may*, *do*.

Perhaps the most important of these is the verb *be*. The student is advised to learn the conjugation of the verb *be* by heart.

THE VERB *Be*.

The Principal Parts are—Present, *am*; Past, *was*; Past Participle, *been*.

INDICATIVE MOOD.

PRESENT INDEFINITE TENSE.		PRESENT PERFECT TENSE.	
Singular.	Plural.	Singular.	Plural.
1st. I am	We are	I have been	We have been
2nd. Thou art	You are	Thou hast been	You have been
3rd. He is	They are	He has been	They have been

PAST INDEFINITE TENSE.

	Singular.	Plural.
1st.	I was	We were
2nd.	Thou wast or wert	You were
3rd.	He was	They were

PAST PERFECT TENSE.

	Singular.	Plural.
	I had been	We had been
	Thou hadst been	You had been
	He had been	They had been

FUTURE INDEFINITE TENSE.

	Singular.	Plural.
1st.	I shall be	We shall be
2nd.	Thou wilt be	You will be
3rd.	He will be	They will be

FUTURE PERFECT TENSE.

	Singular.	Plural.
	I shall have been	We shall have been
	Thou wilt have been	You will have been
	He will have been	They will have been

SUBJUNCTIVE MOOD.

PRESENT INDEFINITE TENSE.

	Singular.	Plural.
1st.	(If) I be	We be
2nd.	Thou be	You be
3rd.	He be	They be

PRESENT PERFECT TENSE.

	Singular.	Plural.
	I have been	We have been
	Thou have been	You have been
	He have been	They have been

PAST INDEFINITE TENSE.

	Singular.	Plural.
1st.	I were	We were
2nd.	Thou wert	You were
3rd.	He were	They were

PAST PERFECT TENSE.

	Singular.	Plural.
	I had been	We had been
	Thou hadst been	You had been
	He had been	They had been

PAST INDEFINITE TENSE.

(Secondary form when not preceded by a conjunction).

	Singular.	Plural.
1st.	I should be	We should be
2nd.	Thou wouldst be	You would be
3rd.	He would be	They would be

PAST PERFECT TENSE.

(Secondary form).

	Singular.	Plural.
	I should have been	We should have been
	Thou wouldst have been	You could have been
	He would have been	They would have been

IMPERATIVE MOOD.

Singular *Be* (*thou*).Plural *Be* (*you*).

Non-finite forms :	{ Infinitives, to be ;	to have been.
	{ Gerunds, being ;	having been.
	{ Participles, being ;	having been, been.

The verb *Be* is a very important verb both as an Auxiliary verb and as a Principal verb. Notice the following instances of the use of the verb *be* as an Auxiliary :

- (1) You were defeated. Thou art doomed. He was upset.
I am injured. He is delayed. We shall be delayed.
- (2) I am coming. He was drinking.

In the first group the various forms of the verb *be* (*is*, *are*, *was*, *were*, and *art*) are employed in the formation of the *Passive Voice*

In the second group they are used in the formation of *Tenses*.

Have is important both as a Principal verb in its own right, and as an Auxiliary. It is used both in the Active Voice and in the Passive to form the Perfect Tenses.

ACTIVE.		PASSIVE.
Present Perfect	I have told.	I have been told.
Future Perfect	I shall have told.	I shall have been told.
Past Perfect	I had told.	I had been told.

Shall and Will form the Future Tenses of the Indicative both Active and Passive. See Appendix for conjugation. *Should* and *would*, and also *may* and *might* are signs of the Subjunctive.

Do has already been noticed as an Auxiliary in negative, interrogative, and emphatic sentences.

47. Syntax of the Verb.**AGREEMENT.**

A Verb agrees with its Subject in number and person.
Justify on this ground :

He is. They are. Boys play. Men are mortal.

Show the defects in the following :

He are. They is. Boys plays. Men is mortal.

Explain the relation of Verb and Subject in the following examples :

Measles is a disease of childhood.

Riches take to themselves wings.

Gulliver's Travels is a clever book.

The hue and cry was raised.

Mary and John are at school.

The committee were divided in opinion.

Either John or James is in fault.

Neither John nor James is to blame.

A subject may be plural in form but singular in meaning. In such case, where a single whole is meant, and also where there are two or more singular subjects connected by "either—or" or "neither—nor" suggesting an alternative, a singular verb is required.

GOVERNMENT.

We have already seen that the verb requires that its subject shall take the Nominative case, and its object the Objective case.

ORDER.

The *usual* order of (1) subject and (2) verb has been mentioned in connection with the Noun. The inverted order of (1) verb (2) subject is sometimes used, *e.g.*, in questions, commands, entreaties, after quotations with the words *quoth*, *say*, *answer*, and in rhetorical and poetical language. The pupils may give examples of each.

Notice the sequence of Tenses where a subordinate clause follows a principal sentence.

(a) He says that he is ill.

He thinks that he will come.

He will say that he is unable to come.

He will tell you that he will do his best.

He has worked hard so that he may pass his examination.

(b) He said he would come.

He thought he might succeed.

He had decided that he would do it.

48. Parsing of Verbs.

In parsing a Verb give, under the head of Sub-class, its kind and structure, transitive or intransitive and strong or weak, noting the principal parts; under the head of Form, its voice, mood, tense, number, and person; and finally its Grammatical Relation.

Parse the Verbs and Verb-phrases in the following sentences:

He has broken his promise.

We shall be drenched to the skin.

If John were here he could help us.

Go to your beds.

Word.	Class.	Sub-Class.	Form.	Grammatical Relation.
~~has~~				
broken:	Verb;	Transitive ;	active, indicative, present perfect ;	agreeing with
shall be		strong ;	third, singular,	subject "he."
drenched:	Verb;	Transitive ;	passive, indicative, fut. indefinite ;	agreeing with
		weak ;	first, plural,	subject "we."
were:	Verb;	Intransitive ;	subjunctive, past tense ;	agreeing with
		strong ;	third, singular,	subject "John."
could:	Verb;	Intransitive ;	indicative, past ; third, singular,	agreeing with
		defective ;		subject "he."
help:	Verb;	Transitive ;	active, infinitive, present,	infm. complement
		weak ;		of "could."
go:	Verb;	Intransitive ;	imperative, present ;	agreeing with
		strong ;	second, plural,	subject "you."

(Additional material in Exercise IV, page 152.)

CHAPTER XIII

THE CONNECTING WORDS

49. Prepositions.

He lives *in* London.

The cows ran *through* the gate.

The ball flew *past* him.

He hid *under* the table.

Henry gave the book *to* me.

The soldier *on* the horse shouted the command.

It happened an hour *after* that time.

He rose *before* sunrise.

They are all sorry *for* him.

A company assembled *at* the house.

He stood *between* the two trees.

He has no taste *for* music.

He is equal *to* any emergency.

A parent is anxious *about* his child's welfare.

Write out separately the phrases in the above.

Show the relation of each.

State the use of each of the italicised words.

Mention the different parts of speech followed by Preposition in the above sentences.

Select the proper Prepositions in the following :

He is not successful (with, at) baseball.

I have no preference (among, between) these five writers.

He went (in, into) the house.

You have the advantage (of, over) me, in that you know my name.

There is no use (of, in) trying.

We parted (with, from) him at the corner.

50. Conjunctions.

Classify the italicised words by showing the work they do in the following sentences :

I know his worth *and* I value it.

You must study *or* you will fall behind.

Cunning may succeed temporarily *but* murder will out.

I am not sure *that* he can come.

He will go *because* his friend asked him.

He took off his shoes *lest* he should be heard.

You read *but* you do not think.

She must weep *or* she will die.

We should greatly err *if* we believed that story.

Use the following Conjunctions in sentences of your own construction: *for, because, therefore, and, or, but, that, though, if, lest.*

Which of these sentences are Compound and which Complex? Write out the clauses separately and shew that the relation between the clauses is indicated by a suitable Conjunction in each case.

Make a list of all the conjunctions in the previous exercises which are used in compound sentences.

Make a list of all the conjunctions you can find in the preceding exercises which are used in complex sentences.

Construct several sentences to show that one kind of conjunction is used to connect the principal and the subordinate clause in a complex sentence, and another kind to connect the co-ordinate clauses in a compound sentence.

The student will now try to form a definition of the two classes of conjunctions, co-ordinate, and subordinate.

CHAPTER XIV

REVIEW OF PUNCTUATION

51. Rules.

A.—*TERMINAL MARKS.*

The period, the interrogation point, and the exclamation point are used at the end of sentences.

All abbreviations end with a period.

B.—*MARKS WITHIN THE SENTENCE.*

The clauses of a compound sentence may be set off by colons, semi-colons, or commas.

I. THE COLON.

When the latter of two clauses explains or specifies more particularly what is set forth in the former a colon may be used to separate them. The colon is very frequently used as a mark of specification. *Find examples of its use in the various exercises.*

II. THE SEMI-COLON.

Semi-colons are frequently used to show the relation of the members of a series of clauses.

When in doubt the beginner should use the period rather than the semi-colon.

III. THE COMMA.

Never use a comma unless its presence will make the meaning clearer.

Commas may be used to set off the members of a series of three or more clauses in a compound sentence. It is never safe to use a comma to separate two independent clauses.

A comma may be used to separate the dependent clause from the rest of a sentence.

But when the dependent clause comes last, the comma may very often be omitted.

These matters have been illustrated in previous exercises.

A few hints may be added with reference to the use of the comma.

1. *Words and phrases often go in pairs:*

Wet or dry, light or dark, old George was always in his place on Sunday.

Fat as ever, and jolly as ever, the old chap seemed the picture of happiness.

COMMAS ARE USED TO SET OFF WORDS OR PHRASES IN PAIRS.

2. *Words and phrases often go in series:*

He sells groceries, hardware, and drugs.

Her voice was ever soft, gentle, and low,—an excellent thing in woman.

He was a brave, generous, and patriotic prince.

It is necessary to have rapid plates, bright sunshine, and short exposure.

We sailed down the river, along the coast, and into a little bay.

COMMAS ARE USED TO SET OFF WORDS AND PHRASES IN SERIES.

3. SET OFF WITH A COMMA OR WITH COMMAS ANY WORD OR EXPRESSION NAMING A PERSON ADDRESSED:

Tom, come here.

Tell me, my boy, where have you been?

Quotation marks are used in a direct quotation to enclose the exact words of another:

"Lost time is never found again," says Poor Richard.

"Nay, my Lord," answered the Prince; "by your favour, it is sent by the advice of your Lordships, and some of you ought to carry it."

"You may go forward, John," said my friend, "and you will find over there," pointing with his hand, "a very comfortable seat and a good view."

The TITLE OF A BOOK is enclosed in quotation marks:

He is reading "The Seats of the Mighty."

52. Exercises.

Punctuate the following:

What a wonderful piece of work is man

Doesn't he enjoy himself

The captain shouted charge for the batteries

The captain ordered a charge

Col Smith lives in B C he often visits his home in
Ottawa Ont the Capital of Canada

The concert was very good the glee club sang well

You would not have known the old place not a tree was
to be seen

The mantelpiece was of oak over it hung an etching

We miss them very much it makes the family so much
smaller when they are away

Last Friday I went to a card party and had a pleasant
time I got the first prize it was a china silk bag

Last week we went to a minstrel show the music was
very good

The first floor contains a good variety of exhibits here
also is the band stand

The city can use br ht thinking progressive boys

The earth the air and the water teem with life

He landed at Dover without a shilling without a friend
and without a calling

Jane Jane where are you shouted the little boy

On his tombstone was this inscription here lies an honest
man

Then gentlemen said Redgauntlet clasping his hands
together as the words burst from him the cause is lost
forever

They talked with each other aside looked at a paper or
two and seemed totally at a loss what line of conduct
to adopt

He knew nothing accurately his reading had been
desultory

It was and I said not but

Impossible answered the other how can such a man make
a sermon

Our horses being quite lame by this time we were
compelled to stop

The Rev John McTavish D D preached a sermon on a
text in Rev Chap IV

Poetry music painting and sculpture are not the only
fine arts

He was tall broad-shouldered muscular and active.

The flower and the star the pebble and the mountain the
raindrop and the sea all are the work of His hand

The rivulet becomes a brook and the brook becomes a
creek and the creek becomes a river

The dealer then uttered these words I believe you have
been trying to cheat

They kept up the Chistmas carol sent true-love-knots on
Valentine morning ate pancakes on Shrove-tide showed
their wit on the first of April and religiously cracked
nuts on Michaelmas eve being apprized of our approach
the whole neighbourhood came out to meet their
minister dressed in their finest clothes and preceded by
a pipe and tabor a feast also was provided for our
reception at which we sat cheerfully down and what
the conversation wanted in wit was made up in laughter

The little republic to which I gave laws was regulated in
the following manner by sunrise we all assembled in
our common apartment the fire being previously kindled
by the servant after we had saluted each other with
proper ceremony for I always thought fit to keep up
some mechanical forms of good breeding without which
freedom ever destroys friendship we all bent in gratitude
to that Being who gave us another day

ADDITIONAL EXERCISES

I.

Divide these sentences into Subject and Predicate:

1. The ship sailed on.
2. The wheat has sprouted.
3. Great crowds of men passed by.
4. Sir Francis Drake is the schoolboy's glory.
5. A hundred voices joined the shout.
6. The wondering stranger gazed around him.
7. The little bird sits at his door in the sun.
8. The cavalry officer curled his moustache with his fingers.
9. The restless man paced the deck.
10. He dashed amid the torrent's roar.
11. The girl came to the teacher's desk.
12. The Turks captured Constantinople in 1453.
13. The minstrels wandered from hall to hall and from town to town.
14. A capital dinner was prepared in the tavern.
15. My breath to heaven like vapour goes.
16. Under a spreading chestnut tree the village smithy stands.
17. The castle alone in the landscape lay.

18. Behind him march the halberdiers.
19. Still on we swept.
20. In this enterprise he found few to join him.
21. In one corner stood a huge bag of wool.
22. For a moment the pedestrian paused in his walk.
23. With loose rein and bloody spur rode inland many
a post.
24. Only at times sounded the moaning of the sea.
25. Down in a green and shady bed a modest violet
grew.
26. Through the dark arch a charger sprang.
27. Fair gleams the snowy altar cloth.
28. In England the printing-press was introduced by
Caxton in 1470.
29. During the middle ages the trade of the country
was extensive.
30. Near the drawbridge was a splendid tower.
31. The two friends walked slowly along the bank of
the river.
32. The Lotos blooms below the barren peak.
33. The clouds are broken in the sky by the fierce
driving north wind.
34. In that day huge tracts of forest covered the face
of the country.
35. During the Middle Ages the English towns grew
very rapidly.

II.

Write a list of all the parts of speech you can make out in the following passages:

1. A hungry dog once found a large piece of meat. He was glad indeed, for he was hungry. He seized the meat with his teeth and ran to a quiet place. On the way he crossed a plank which lay across a quiet brook. Down in the water he saw another dog with another piece of meat. The greedy fellow opened his mouth and snapped at the second piece. But alas! the real piece fell into the brook. His greed cost him his breakfast.

2. A covetous man saved some money, and dug a hole in his field, and hid it there. His servant saw him, and went to the place at night, dug it up, and carried it away. In the morning the owner came and looked for his money. But he found only the empty hole. He wept and lamented. His neighbour saw him and asked for the reason of his grief. "My money is lost," said the covetous miser; "a thief stole it." "Ah!" said his neighbour, "weep not. The money was useless to you before. You are as rich to-day as you were yesterday."

3. They sit outside the tent and enjoy the evening; and the mother brings out dates and little hard cakes of bread with butter made from goats' milk. The tall dark servant-woman with loose blue cotton dress and bare feet milks a camel, and they take their supper. The father eats by himself. In a few minutes they take the tent down, tie the tent poles together, and roll up the covering with the pegs and strings.

III.

How many Sentences are there in each of the following? Write them out separately, and divide them into Subject and Predicate. Write out the phrases, and show the relation of each. Make a list of the adjectives and adverbs:

1. Many of the other barons grew jealous of his great power and went over to the king's side.

2. In front of them they found the Scottish army. It contained a force of about thirty thousand men, but of these only five hundred were horsemen.

3. The English were skilful in the use of the bow, but Bruce was prepared for them.

4. Edward's crown was taken from him, and his son, a boy of fourteen, was placed upon the throne.

5. Henry Bolingbroke, eldest son of John of Gaunt, Duke of Lancaster, helped the king in his plans, and for his services was made Duke of Hereford.

6. France was for a long time in a very bad condition; for the nobles were frequently engaged in bloody strife with one another.

7. The battle of Agincourt was fought in 1415, and on that great day Henry wore a helmet of steel encircled with a crown of gold.

8. The arrows of the English, directed with wonderful force and skill, pierced through the strongest armour, and in a short time men and horses reeled in utter confusion on the slippery ground.

9. The people of France were in favour of their native king, and town after town went over to Charles.

10. The King of France was jealous of William's great power, and secretly encouraged Robert in his conduct.

11. At the end of seven years Beckett returned to Canterbury, and was received with great joy by the poorer classes of the people.

12. He was by birth a Saxon, and was much liked by the poorer classes.

13. In the course of time the Normans and English were blended, and became one people.

14. At the first glimpse of dawn he awoke, and before long the full light of day flooded the room.

15. With ready presence of mind he stood up and brought the rifle to his shoulder.

16. He had the qualities of a great ruler, and education had developed those qualities in no common degree.

17. He sat up on deck and looked with interest upon the scene around him.

18. This man embarked in the Downs on the good ship Achilles, and sailed for the West Indies on the 16th of June.

19. He was a man of violent passions, but the strength of his emotions were not suspected by the world.

20. They trust in chariots and in horses; but we will remember the Name of the Lord.

IV.

Make a list of the Nouns and Pronouns in the following. Say which are subjects, which are complements, and which objects. Write down the rule which governs the case of the Pronouns:

1. He was my friend, faithful and just to me.

2. I have endeavoured to solve this difficulty in my own way.

3. Forth on his fiery steed betimes he rode.
4. He loaded the great waggon with hay.
5. This hunter was undoubtedly an Indian.
6. He was umpire in the game with the Shamrocks.
7. He is certainly a very steady lad, and usually does his duty.
8. It is we who call upon you to do your duty.
9. I met him on the street, but I missed you.
10. I was told it was he who called on us yesterday.
11. Someone must tell him; I care not who.
12. The countess was a clever woman and an active politician.
13. Churchill was the soul of the great conspiracy.
14. The children whom you see in the picture are German children.
15. Your mother is my aunt.

V.

Make a list of all the Present and Past Participles in the following. Give the Principal Parts of the Verbs.

1. Attracted by a knot of older people who sat gossiping over old times and telling long stories about the war, the old fellow sat down among them, and smoking away at his pipe listened with great satisfaction.
2. Displaying a fine flag and marching proudly at the head of the procession, the band of cadets, filled with soldierly pride and determined to win the trophy, passed rapidly by towards the camping ground.
3. Clothed in blue and purple, and printing their bold outlines on the evening sky, the mountains give promise of settled weather.

4. Looking down into a deep mountain glen nearly filled with fragments of broken rock and scarcely lighted by the reflected rays of the setting sun, he saw a strange object.

5. Panting and fatigued, he threw himself on a green knoll covered with soft grass.

VI.

Make a list of the Verbs and Verb-Phrases in the following sentences. Give the Voice and Tense of each.

1. The power of the court may be limited in many ways.

2. The prisoner should have been discharged at once.

3. Many attempts have been made already.

4. These politicians have already won some credit for their action.

5. The members may have been misinformed.

6. Such laws have been enforced elsewhere.

7. You will certainly lose your way in the woods.

8. He will certainly be punished for his conduct.

9. The clerk was writing a receipt.

10. I have been writing all the morning.

11. By next Christmas I shall have lived ten years in this country.

12. Some one is being punished most severely.

13. Money had been secured in great quantities.

14. The generals had been defeated in every action.

15. This remarkable tale was told in a sepulchral voice.

16. The army had retreated by a difficult pass in the hills.

17. The work may be accomplished without difficulty.
18. The thing can certainly be managed by next week.
19. In a civilized country they would have been punished.
20. Your wishes shall be respected most carefully by all.
21. A man in his position should have known better.
22. It must have been done yesterday morning.
23. He might have been seen any afternoon.
24. John may have been waiting for you all this time.

VII.

Write out the clauses in the following ; indicate their relation by the use of letters, as in paragraph 35 ; and underline the simple Subject and the simple Predicate :

1. He took him home to his cell, and taught him to speak.
2. Prospero would have been very kind to him, but the bad nature of Caliban would not let him learn anything good or useful.
3. They threw their arms around each other and trembled at their own success ; for they felt themselves marked out by fate, and the consciousness was fearful.
4. They had fruitful meadows and vineyards and all things necessary, and yet they were wretched.
5. The waves are gentle, and the sky is clear, and the breeze is tender and low ; for in these days no storms ever ruffle the pleasant summer sea.
6. Alcione was a fairy maiden, and she loved a sailor boy and married him, and none on earth were so happy

for a long time; but at last the sailor boy was wrecked, and the billows swallowed him up.

7. Fifteen years were passed and gone, and the babe was now grown to be a tall lad and a sailor, and went many voyages after merchandise to the islands around.

8. False Sextus rode out foremost; his look was high and bold.

His corselet was of bison's hide, plated with steel and gold.

9. Then shouted loud the Latines, and with one rush they bore

The struggling Romans backward three lances length and more;

And up they took proud Tarquin and laid him on a shield,

And four strong yeomen bore him, still senseless, from the field.

10. Herminius beat his bosom, but never a word he spake.

He clapped his hand on Auster's mane, he gave the reins a shake.

Away, away went Auster like an arrow from a bow;
Black Auster was the fleetest steed from Aufidus to Po.

VIII.

Indicate the Relation of the Clauses in each of the following by means of capitals and small letters. Mention the kind and relation of each clause:

1. The schoolmaster had scarcely uttered these words when the stranger entered.

2. All that breathe will share thy destiny.

3. If he was little loved he was greatly respected.
4. Soft is the music that would charm forever.
5. Thrice is he armed that hath his quarrel just.
6. The wicked flee when no man pursueth.
7. The postman reported that the general was dead.
8. Both kings agreed that a council should meet.
9. That he was a wonderful child was evident to all.
10. The fact that he has disappeared is unquestionable.
11. Those that fly may fight again.
12. He tires betimes that spurs too fast betimes.
13. He never does anything that is silly.
14. He honoureth them that fear the Lord.
15. The papers I had hung up were perfectly dry.
16. After he had dined with his friends he voted against them.
17. While Bruce was forming this resolution, the spider made another exertion with all the force it could muster.
18. Cheerfulness is like sunshine which sheds its brightness on everything around; and no trait of character is more valuable, because it lightens burdens, makes friends, and promotes health.
19. The young cavalier we have so often mentioned had probably never yet approached so near the person of his Sovereign.
20. He fixed his eager gaze on the Queen's approach with a mixture of respectful curiosity and modest, yet ardent, admiration which suited so well with his fine features that the warders suffered him to approach the ground over which the Queen was to pass.

21. The antlered monarch of the waste
Sprang from his heathery couch in haste,
But, ere his fleet career he took,
The dewdrops from his flank he shook.

22. The books which hold you most are those which
make you think most.

23. You tremble when you think of how your sin has
outgrown itself and is running far far away where you
can never follow it.

24. I talk half the time to find out my own thoughts
as the school boy turns his pockets inside out to see
what is in them.

25. No man has learnt anything rightly until he
knows that every day is doomsday.

26. The finest passages are those which are lyric in
form as well as in spirit.

27. When they tried to teach me to sing they told me
to think of eight and sing seven.

28. A man can find more reasons for doing as he
wishes than for doing as he ought.

29. Blessed is he who has found his work; let him
ask no other blessing.

30. If eyes were as common as people think, poets
would be plentier.

31. How the British Navy came to hold so extra-
ordinary a position is worth reflecting on.

32. I heard a thousand pleasant notes
While in a grove I sate inclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

33. I fear you will laugh when I tell you what I conceive to be the most essential mental quality for a free people.

34. We honour the rich because they have externally the freedom, power, and grace which we feel to be proper to man.

35. At this point I cannot keep out of mind the story of the preacher who divided his discourse into three heads.

36. French was the language of honour and chivalry, and often of justice; while the far more manly and expressive Anglo-Saxon was abandoned to rustics and hinds, who knew no other.

IX.

Distinguish the Infinitives, Gerunds, and Participles in the following selections, and give the relation of each:

1. In the chapter preceding we have told of the fierce fighting which took place between the Saxons and Norsemen and which seems to have continued for a century.

2. Considering everything, he thought it best to endeavour to persuade his friend to adopt a different course.

3. The King's thanes were bound to obey the King's summons to join the host.

4. Thinking better of his foolish resolution he decided to return home and to behave differently in future.

5. He thought to persuade his hearers to vote for him by showing that, according to his plan, the taxes would be reduced.

6. Alfred occupied all his kingly endeavours in civilizing and advancing the people: not by laying down new laws to embarrass and irritate them, but by educating the people and by giving personal supervision to the old laws.

7. Upon his urging me to make haste and write more quickly I replied that to write more quickly was impossible.

8. Sitting in the King's chamber with him one day and talking on all kinds of subjects as usual, it happened that I read him a few words from a book often quoted.

9. It has been supposed that Celts speaking a special form of Aryan were the first of the Aryans to arrive in Europe, and that the Gaels were the first of the Celts to make their way into the British Isles.

10. To speak of all the Germans as Teutons is a misuse of language arising from the fact that the Teutons are best known to us.

11. The Anglo-Saxons are said by some historians to have made a clean sweep of the natives, driving them out or putting them to the sword; at best only a few being spared to become the wives or slaves of the conquerors.

12. A scion of the Plantagenets could not boast of his lineage without incurring banter; but there is no falling off in pride of race.

13. Living among icebergs has not blanched the hair of the Eskimo.

14. A fact always ignored by those who try to account for their achievements is that the Scotch, Highland and Lowland, are a vigorous race in person, heart, and head.

15. The mob, angered by the conduct of the soldiers but restrained by fear of being attacked again, withdrew, jeering and shouting at the troops as they went.

MISCELLANEOUS EXAMPLES FOR ANALYSIS AND PARSING.

1. All boys love liberty, till experience convinces them they are not so fit to govern themselves as they imagined.

2. As an honest lawyer I will take care that the cause I have undertaken is well conducted and well argued.

3. He said he well remembered the special gladness with which the Harvest Home had been celebrated.

4. The wild birds told their warbling tale,
 And wakened every flower that blows;
 And peeped forth the violet pale,
 And spread her breast the mountain-rose.

5. Our deeds shall travel with us from afar,
 And what we have been makes us what we are.

6. I regret that I find so many complaints about those boys who should be ready to help those who are younger and who are not able to get on without help.

7. While I was thus musing, I cast my eyes towards the summit of a rock that was not far from me, where I discovered one in the habit of a shepherd with a little musical instrument in his hand.

8. As the time drew near for action, they prepared themselves for the conflict as best they could.

9. The girl heard the shot distinctly, she declares; while the others, who were twenty feet nearer the spot where the body was found, and who should have heard the report clearly, have sworn that they did not.

10. When the men who were exploring the pit ascertained that the water had reached a certain level, they knew that the imprisoned colliers could not be rescued without great difficulty. .

11. I cannot go as fast as I would, by reason of this burden that is on my back.

12. There was once a sound scholar who prided himself upon the fact that his daughters could speak Greek and Hebrew by the time they were as high as the table; but unfortunately they never grew any higher.

13. The great display of wealth in our shops was a sight which surprised a foreigner who lately visited us, and who thought that we were a primitive community out of touch with the world.

14. And yet I feel while hearts are gay
 And smiles are bright around me,
 That those who greet me on my way
 Must leave me as they found me.

15. We are not told where he was born, who brought him up, or how he lived until he was lost sight of.

16. Orpheus with his lute made trees
 And the mountain tops that freeze
 Bow themselves when he did sing.

17. The road that led to the bridge, and the bridge itself were thickly shaded with trees, which cast a gloom over it even in the day time, but occasioned a fearful darkness at night.

18. Man is his own star, and the soul that can
 Render an honest and a perfect man,
 Commands all light, all influence, all fate;

Nothing to him falls early or too late.
Our acts our angels are, or good, or ill,
Our fatal shadows that walk by us still.

19. This tale, however, towards the close of their lengthened lives did not meet with the full credence that had been accorded to it by those who had remembered the ancient lustre of the gem.

20. The fourth whom we shall notice had no name that his companions knew of, and was chiefly distinguished by a sneer that always contorted his thin visage, and by a prodigious pair of spectacles, which were supposed to deform and discolour the whole face of nature to this gentleman's perception.

21. The most obstructive persons were honest men who thought that they had a right to speak, not because what they had to say was relevant or useful, but simply because it was true.

22. We left behind the painted buoy
That tosses at the harbour mouth
And madly danced our hearts with joy,
As fast we fled to the south.

23. The person who told you I said so is mistaken.

24. Yelled on the view the opening pack ;
Rock, glen, and cavern paid them back ;
To many a mingled sound at once
The awakened mountain gave response.

25. The confusion of thoughts which occupied Darsie's imagination gave his looks a disordered appearance, and his inattention to the food which was placed before him induced Lilius solicitously to enquire whether he did not

feel some return of the disorder under which he had suffered so lately.

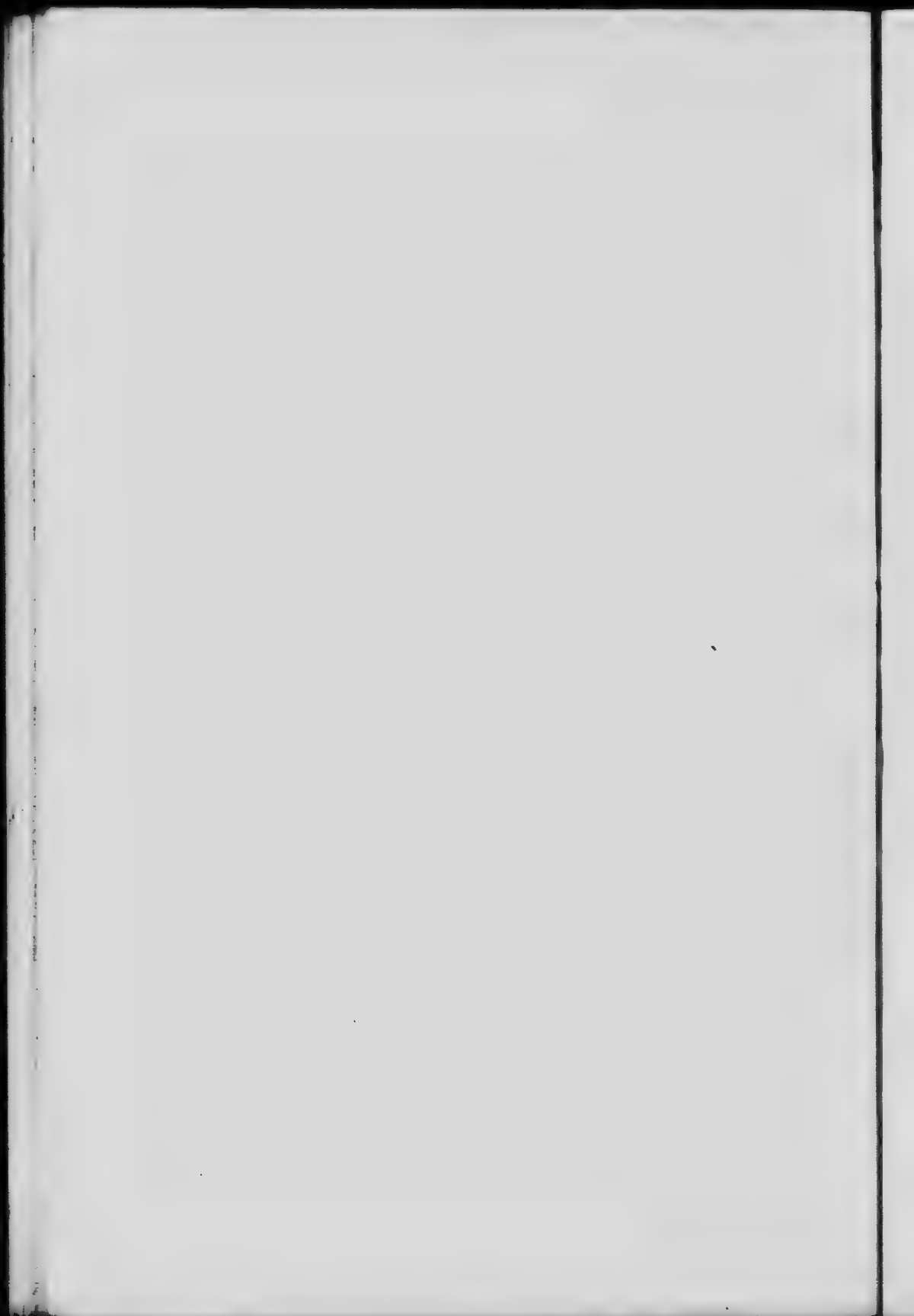
26. The law which turned the convention into a Parliament contained a clause which provided that no person should after the first of March sit or vote in either House without taking the oaths to the new King and Queen.

27. As we came on I observed the General sway and push forward again, and then I lost sight of him, for I saw what gave the battle a new interest for me.

28. The instant they came in sight, the trumpets of our cavalry gave out a warning blast which told us that in another moment we should see the shock of battle beneath our very eyes.

29. He obeyed with fear and trembling; they quaffed their liquor in profound silence, and then returned to their game.

30. By degrees Rip's awe and apprehension subsided. He even ventured, when no eye was fixed upon him, to taste the beverage, which he found had much the flavour of excellent Hollands. He was naturally a thirsty soul, and was soon tempted to repeat the draught. One taste provoked another; and he reiterated his visits to the flagon so often, that at length his senses were overpowered, his eyes swam in his head, his head gradually declined, and he fell into a deep sleep.



APPENDIX

DOUBLE PLURALS

<i>Singular.</i>	<i>Plural.</i>	<i>Plural.</i>
brother	brothers (by birth)	brethren (of a community.)
cloth	cloths (kinds of cloth)	clothes (garments)
die	dies (for coining)	dice (for gaming)
fish	fishes (singly)	fish (collectively)
genius	geniuses (men of talent)	genii (spirits)
index	indexes (tables of contents)	indices (in Algebra)
pea	peas (singly)	pease (collectively)
penny	pennies (singly)	pence (collectively)
shot	shots (discharges)	shot (balls)

PLURALS OF FOREIGN WORDS.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
focus	foci	phenomenon	phenomena
genus	genera	curriculum	curricula
datum	data	stratum	strata
memorandum	memoranda	radix	radices
analysis	analyses	hypothesis	hypotheses
parenthesis	parentheses	crisis	crises
oasis	oases	axis	axes
cherub	cherubim	seraph	seraphim
bandit	banditti	beau	beaux
tableau	tableaux		

GENDER :—INDICATED BY INFLECTION : "ess."

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
abbot	abbess	master	mistress
actor	actress	mayor	mayoress
adventurer	adventuress	negro	negress
ambassador	ambassadors	patron	patroness
arbiter	arbitress	peer	peeress
author	authoress	poet	poetess
baron	baroness	priest	priestess
benefactor	benefactress	prince	princess
conductor	conductress	preceptor	preceptress
count	countess	prior	prioress
dauphin	dauphiness	prophet	prophetress
duke	duchess	protector	protectress
elector	electress	shepherd	shepherdess
emperor	empress	songster	songstress
enchanter	enchantress	tiger	tigress
giant	giantess	sorcerer	sorceress
god	goddess	traitor	traitress
governor	governess	waiter	waitress
heir	heiress	viscount	viscountess
hunter	huntress	votary	votaress
host	hostess	idolator	idolatress
Jew	Jewess	lion	lioness
marquis	marchioness		

OTHER TERMINATIONS TO INDICATE GENDER.

<i>Masculine.</i>	<i>Feminine.</i>
hero	heroine
landgrave	landgravine

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
margrave	margravine	czar	czarina
administrator	administratrix	sultan	sultana
executor	executrix	alumnus	alumna
testator	testatrix	widower	widow

SOME EXAMPLES OF THE USE OF DIFFERENT WORDS
TO DISTINGUISH GENDER.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
bachelor	maid	husband	wife
beau	belle	king	queen
boy	girl	lad	lass
brother	sister	landlord	landlady
buck	doe	lord	lady
bull	cow	man	woman
bullock	heifer	nephew	niece
drake	duck	papa	mamma
earl	countess	ram	ewe
father	mother	stag	hind
friar	nun	son	daughter
gander	goose	uncle	aunt
gentleman	lady	wizard	witch
hart	roe		

SOME IRREGULAR ADJECTIVES.

	<i>Positive.</i>	<i>Comparative</i>	<i>Superlative.</i>
by	good	better	best
different	bad, evil, or ill	worse	worst
words	little	less or lesser	least
	much or many	more	most

	<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
	fore	former	foremost, first
	forth (adv.)	further	furthest
	near	nearer	nearest or next
by	hind	hinder	hindmost
irregular	in (adv.)	inner	inmost, inner-
termina-			most
tions		nether	nethermost
	top		topmost
	up (adv.)	upper	uppermost

A LIST OF STRONG VERBS:—THREE DISTINCT FORMS.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
arise	arose	arisen
awake	awoke, awaked	awaked
bear	bore	borne
begin	began	begun
bid	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
give	gave	given

Present Tense.

go
grow
hide
know
lie
ride
ring
rise
run
see
shake
show
shrink
sing
sink
slay
smite
sow
speak
spring
steal
strike
swear
swell
swim
take
tear
thrive
threw
wear
weave
write

Past Tense.

went
grew
hid
knew
lay
rode
rang
rose
ran
saw
shook
showed
shrank
sang
sank
slew
smote
sowed
spoke
sprang
stole
struck
swore
swelled
swam
took
tore
throve
threw
wore
wove
wrote

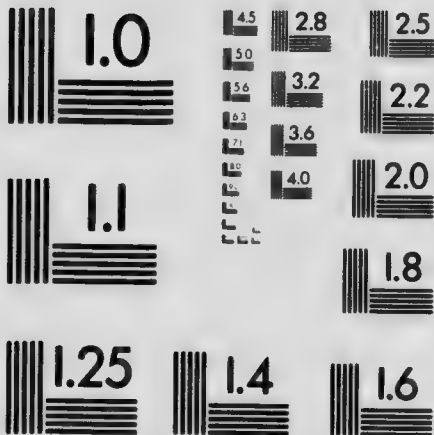
Past Participles.

gone
grown
hidden
known
lain
ridden
rung
risen
run
seen
shaken
shown
shrunk
sung
sunk
slain
smitten
sown
spoken
sprung
stolen
stricken
sworn
swollen
swum
taken
torn
thriven
thrown
worn
woven
written



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A LIST OF STRONG AND WEAK VERBS:—TWO DISTINCT FORMS.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
abide	abode	abode
behold	beheld	beheld
bend	bent	bent
bereave	bereft	bereft
beseech	besought	besought
bind	bound	bound
bleed	bled	bled
breed	bred	bred
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
cling	clung	clung
creep	crept	crept
deal	dealt	dealt
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
get	got	got
grind	ground	ground
hang	hung	hung
have	had	had
hear	heard	heard
keep	kept	kept
lay	laid	laid
lead	led	led

Present Tense.

leave
lend
lose
make
mean
meet
pay
read
rend
seek
sell
shine
shoe
shoot
sit
sleep
spend
spin
stand
stick
sting
string
sweep
swing
teach
tell
think
wake

weep
wind
wring

Past Tense.

left
lent
lost
made
meant
met
paid
read
rent
sought
sold
shone
shod
shot
sat
slept
spent
spun
stood
stuck
stung
strung
swept
swung
taught
told
thought
woke

wept
wound
wrung

Past Participle.

left
lent
lost
made
meant
met
paid
read
rent
sought
sold
shone
shod
shot
sat
slept
spent
spun
stood
stuck
stung
strung
swept
swung
taught
told
thought
waked or
 woke

wept
wound
wrung

A LIST OF VERBS WITH ONE FORM IN THE PRINCIPAL
PARTS.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
bet	bet	bet
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
knit	knit	knit
let	let	let
put	put	put
rid	rid	rid
set	set	set
shed	shed	shed
shred	shred	shred
shut	shut	shut
slit	slit	slit
split	split	split
spread	spread	spread
thrust	thrust	thrust
wet	wet	wet

CONJUGATION OF THE VERB SMITE.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
smite	smote	smitten

ACTIVE VOICE.

INDICATIVE MOOD. I.—PRESENT TENSES.

Present Indefinite.

<i>Singular.</i>	<i>Plural.</i>
1. I smite	1. We smite
2. Thou smitest	2. Ye (or you) smite
3. He smites	3. They smite

Present Imperfect.

1. I am smiting	1. We are smiting
2. Thou art smiting	2. You are smiting
3. He is smiting	3. They are smiting

Present Perfect.

1. I have smitten	1. We have smitten
2. Thou hast smitten	2. You have smitten
3. He has smitten	3. They have smitten

Present Perfect Continuous.

1. I have been smiting	1. We have been smiting
2. Thou hast been smiting	2. You have been smiting
3. He has been smiting	3. They have been smiting

II.—PAST TENSES.

Past Indefinite.

1. I smote	1. We smote
2. Thou smotest	2. You smote
3. He smote	3. They smote

Past Imperfect.

Singular.

1. I was smiting
2. Thou wast smiting
3. He was smiting

Plural.

1. We were smiting
2. You were smiting
3. They were smiting

Past Perfect.

1. I had smitten
2. Thou hadst smitten
3. He had smitten

1. We had smitten
2. You had smitten
3. They had smitten

Past Perfect Continuous.

1. I had been smiting
2. Thou hadst been smiting
3. He had been smiting

1. We had been smiting
2. You had been smiting
3. They had been smiting

III.—FUTURE TENSES.

Future Indefinite.

1. I shall smite
2. Thou wilt smite
3. He will smite

1. We shall smite
2. You will smite
3. They will smite

Future Imperfect.

1. I shall be smiting
2. Thou wilt be smiting
3. He will be smiting

1. We shall be smiting
2. You will be smiting
3. They will be smiting

Future Perfect.

1. I shall have smitten
2. Thou wilt have smitten
3. He will have smitten

1. We shall have smitten
2. You will have smitten
3. They will have smitten

Future Perfect Continuous.

Singular.

1. I shall have been smiting
2. Thou wilt have been smiting
3. He will have been smiting

Plural.

1. We shall have been smiting
2. You will have been smiting
3. They will have been smiting

IMPERATIVE MOOD.

Present Tense.

2. Smite
3. Let him smite

2. Smite
3. Let them smite

Future Tense.

2. Thou shalt smite
3. He shall smite

2. You shall smite
3. They shall smite

SUBJUNCTIVE MOOD.

(After *if, that, though, lest, etc.*).

I.—PRESENT TENSES.

Present Indefinite.

1. I smite
2. Thou smite
3. He smite

1. We smite
2. You smite
3. They smite

Present Imperfect.

1. I be smiting
2. Thou be smiting
3. He be smiting

1. We be smiting
2. You be smiting
3. They be smiting

Present Perfect.

1. I have smitten
2. Thou have smitten
3. He have smitten

1. We have smitten
2. You have smitten
3. They have smitten

Present Perfect Continuous.

Singular.

1. I have been smiting
2. Thou have been smiting
3. We have been smiting

Plural.

1. We have been smiting
2. You have been smiting
3. They have been smiting

II.—PAST TENSES.

Past Indefinite.

- | | |
|---------------|---------------|
| 1. I smote | 1. We smote |
| 2. Thou smote | 2. You smote |
| 3. He smote | 3. They smote |

Past Imperfect.

- | | |
|----------------------|----------------------|
| 1. I were smiting | 1. We were smiting |
| 2. Thou wert smiting | 2. You were smiting |
| 3. He were smiting | 3. They were smiting |

Past Perfect.

- | | |
|---------------------|---------------------|
| 1. I had smitten | 1. We had smitten |
| 2. Thou had smitten | 2. You had smitten |
| 3. He had smitten | 3. They had smitten |

Past Perfect Continuous.

- | | |
|---------------------------|--------------------------|
| 1. I had been smiting | 1. We had been smiting |
| 2. Thou had been smiting. | 2. You had been smiting |
| 3. He had been smiting | 3. They had been smiting |

III.—FUTURE TENSES.

Future Indefinite.

- | | |
|-----------------------|---------------------|
| 1. I should smite | 1. We should smite |
| 2. Thou wouldst smite | 2. You would smite |
| 3. He would smite | 3. They would smite |

Future Imperfect.*Singular.*

1. I should be smiting
2. Thou wouldst be smiting
3. He would be smiting

Plural.

1. We should be smiting
2. You would be smiting
3. They would be smiting

Future Perfect.

1. I should have smitten
2. Thou wouldst have smitten
3. He would have smitten

1. We should have smitten
2. You would have smitten
3. They would have smitten

Future Perfect Continuous.

1. I should have been smiting
2. Thou wouldst have been smiting
3. He would have been smiting

1. We should have been smiting
2. You would have been smiting
3. They would have been smiting

INFINITIVE MOOD.

- Present Indefinite(to) smite
 Present Imperfect.....(to) be smiting
 Present Perfect(to) have smitten
 Present Perfect Continuous.....(to) have been smiting

PARTICIPLES.

- Present Imperfect smiting
 Present Perfect.....having smitten
 Present Perfect Continuous.....having been smiting

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Present.....smiting

Perfect....having smitten

PASSIVE VOICE.**INDICATIVE MOOD. I.—PRESENT TENSES.**

Present Indefinite I am smitten
 Present Imperfect I am being smitten
 Present Perfect I have been smitten

II.—PAST TENSES.

Past Indefinite I was smitten
 Past Imperfect I was being smitten
 Past Perfect I had been smitten

III.—FUTURE TENSES.

Future Indefinite I shall be smitten
 Future Imperfect (None)
 Future Perfect I shall have been smitten

IMPERATIVE MOOD. I.—PRESENT TENSE.*Singular.**Plural.*

2. Be (thou) smitten 2. Be (you or ye) smitten

II.—FUTURE TENSE.

2. Thou shalt be smitten 2. You shall be smitten
 3. He shall be smitten 3. They shall be smitten

SUBJUNCTIVE MOOD. I.—PRESENT TENSES.

Present Indefinite (If) I be smitten
 Present Imperfect (None)
 Present Perfect (If) I have been smitten

II.—PAST TENSES.

Past Indefinite (If) I were smitten
 Past Imperfect (If) I were being smitten
 Past Perfect (If) I had been smitten

III.—FUTURE TENSES.

Future Indefinite	(If) I should be smitten
Future Imperfect	(None)
Future Perfect	(If) I should have been smitten

INFINITIVE MOOD.

Present Indefinite	(to) be smitten
Present Perfect	(to) have been smitten

PARTICIPLES.

Indefinite.....	smitten
Present.....	being smitten
Past	having been smitten

PREPOSITIONS.

Certain words require special prepositions. The following list will be found useful for reference:

1.

Accord with	Disappointed with (a thing)
Acquaint with	Disgusted with
Agree with (a person)	Interfere with
Change with (a person)	Overwhelmed with shame.
Confer with	Part with (a thing)
Consistent with	Provide with (food, etc.)
Contrast with	Reconcile with (a statement)
Correspond with	Tax with (a crime)
Differ with (a person)	

2.

Accuse of	Enamoured of
Acquit of	Exclusive of
Ask of (a person)	Glad of (a possession)
Boast of	Guilty of
Capable of	Hold of (take hold)
Careful of	Independent of
Deprive of	Need of
Despair of	Share of
Die of (a disease)	Significant of
Disappointed of (what we cannot get)	Taste of (food)
Disapprove	True of
Dispose of	Warn of
Divested of	Worthy of

3.

Arrive at	Call at (a place)
Blush at (the mention of a thing)	Disgusted at
	Glad at (a piece of news)

4.

Die by (violence)	Followed by
Distinguished by (a mark)	Profit by

5.

Confer on (give)	Intent on
Dependent on	Look on (what is present)
Fall upon (an enemy)	Reckon on
Founded on	Resolve on
Hold on (a hold on him)	Wait on

6.

Acquiesce in	Instruct in
Confide in (trust in)	Involved in
Deficient in	Persevere in
Disappointed in (what we have got)	Poor in
Embark in	Rich in
Engage in (work)	Share in

7.

Adapted to (by intention)	Exception to (a statement)
Agree to (a proposal)	Grateful to (another)
Antipathy to	Indifferent to
Assent to	Inured to
Averse to	Martyr to (a disease)
Banish to	Object to
Confide to (intrust to)	Offensive to
Correspond to (suit)	Opposite to
Convenient to (a person or place)	Reconcile to (a person)
	Similar to

8.

Avert from	Distinguished from (another thing)
Banish from	Exception from (a rule)
Differ from (a statement)	Fall from (a height)
Different from	Protect others from

9.

Adapted for (by nature)
Affection for
Ask for (a thing)
Blush for (an act)
Convenient for (a purpose)
Die for (another)
Engage for (a time)

Grateful for (favours)
Look for (what is absent)
Martyr for (a cause)
Provide for (a person)
Taste for (art)
Tax for (a purpose)
Wait for

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